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ABSTRACT

This comprehensive curriculum guide was developed to enable business education teachers and administrators in Connecticut to update and upgrade their curricula, with emphasis on and information about cross credits, technology preparation (Tech Prep 2 + 2), interdisciplinary teaching, and global economics interdependence study. Preliminary materials in the guide provide the following information: the state's business education philosophy, mission and goals; areas of study; 25 objectives and competencies; the relation between business education and Connecticut's Common Core of Learning; scope and sequence of courses; requirements for Connecticut business education certification; and state policy on vocational education quality. The main part of the guide outlines the curriculum for business education in four main areas: business technology, information processing, mathematics, and social business. It also provides information on cooperative work experience, Tech Prep 2 + 2, Future Business Leaders of America, and international business education. For each course in the four major areas, the following information is included: sequence, course objectives, software and hardware requirements, teaching suggestions, benefits, cross credit information, introduction, goals, student competencies related to the state Common Core, an outline of course content, evaluation methods, suggested teacher and student activities, career opportunities, and resources. (KC)

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CONNECTICUT BUSINESS EDUCATION CURRICULUM GUIDE

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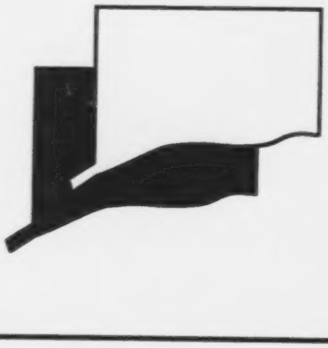

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CONNECTICUT BUSINESS EDUCATION CURRICULUM GUIDE

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
MIDDLETOWN, CONNECTICUT

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CONNECTICUT BUSINESS EDUCATION CURRICULUM GUIDE

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INTRODUCTION

The intent of this "guide to a guide" was to update the existing Connecticut business education curriculum guides and to help business teachers in their respective schools evaluate and revise their curricula, adapting from the guide whatever might be relevant in their particular school communities. This guide only suggests; it is not intended to mandate. It is the committee's hope that the use of this instrument will contribute to the continued efforts of the teacher in helping students acquire the necessary knowledge, skills, and work ethics, and to transfer and adapt them successfully to specific life situations.

Because the business education curriculum is so intrinsically related to other academic areas, this guide also indicates how such a relationship can be strengthened through such avenues as cross credits, Technology Preparation (2 + 2), interdisciplinary teaching, and global economics interdependence study. Contained within each subject guide is a reference to cross-crediting where applicable. Also included in this guide is informational material on the aforementioned areas.

Another element of the business education curriculum which is important for student learning is the business student organization, the Future Business Leaders of America (FBLA). A brief description of that program is also contained herein.

In June of 1989, the Connecticut Board of Education adopted "A Policy Statement on Vocational-Technical Education in Comprehensive Secondary Schools" which had been submitted by the State Department of Education (Division of Vocational, Technical and Adult Education). Because the committee considered this statement as such an integral part of Business Education, it is being published in this guide for convenient reference.

Finally, in preparing this guide to a teacher's guide in business education, the committee was influenced by several factors, including:

1. the need for a comprehensive, general presentation of business education curricula;

2. the need for a more realistic update of the business education curriculum which would reflect what is happening in education and the world today;

3. the necessity to comprehend business education as a viable, essential component of the total academic program in the comprehensive secondary school program;

4. the opportunity for business education and the other academic areas to work together for more effective student learning;

5. the need for a consciousness on the part of faculty and students of global impact on the learning situation;

6. the need to instill in our students the sense that learning is a life-long process;

7. the rapidly changing technological and academic scenes; and

8. the changing demographic, economic and societal patterns.

This guide suggests course content and sequence for an effective business education program. How it is implemented certainly depends on a number of factors; such as, the size of the school, the philosophy of the school, the nature of the employment community and the available funding.

One of the primary sources used in the preparation of this document was information contained in various publications of the Connecticut State Department of Education.

PHILOSOPHY

Business education is an integral part of the total academic structure and provides a significant contribution to the education of all students in a business-oriented society. Emphasis is placed on enabling students to become productive and contributing members of society capable of economic self-sufficiency, life-long learning and adaptability to change.

MISSION/GOALS

Business education is a comprehensive, competency-based instructional program that provides:

1. an integration of the basic skills--reading, writing, and computing--and the higher-order skills--thinking, reasoning, problem-solving and decision-making;

2. knowledge, attitudes and skills needed by all citizens to manage their personal business needs and to understand our American business and economic system;

3. vocational and technological knowledge and skills needed for successful entry-level employment and advancement in a broad range of business careers;

4. a basis for those students planning post-secondary education;

5. an appreciation for, and an understanding of, the interdependence of global economic conditions;

6. an appreciation for, and an understanding of, work habits and attitudes necessary for success in the job environment; and

7. an appreciation for, and an understanding of, the importance of personal and business ethics.

AREAS OF STUDY IN BUSINESS EDUCATION

The four major areas of study in business education include:

I. Business Technology:
   A. Computer Applications, Word Processing and Desktop Publishing
   B. Spreadsheet/Database
   C. Integrated Computer Business Applications

II. Information Processing:
   A. Business Communications
   B. Keyboarding and Document Formatting
   C. Notetaking and Study Skills
   D. Word Processing

III. Mathematics:
   A. Accounting
   B. Recordkeeping
   C. Business Mathematics
   D. Money Management

IV. Social Business:
   A. Business Careers and Concepts
   B. Business Law
   C. Economics
   D. Entrepreneurship
   E. Business Management

OBJECTIVES/COMPETENCIES OF BUSINESS EDUCATION

Upon successful completion of a planned program, embodying the four major areas of study, students will be able to:

1. demonstrate effective oral and written communication skills;

2. apply effective job-seeking skills;

3. explore career opportunities and career paths;

4. think logically and analytically, prioritize and make decisions;

5. work independently and as team members;

6. demonstrate work habits and attitudes appropriate for successful job placement and advancement;

7. demonstrate a mastery of touch-keyboarding techniques;

8. understand and apply concepts of information processing;

9. apply rules, concepts, and applications in the management of financial records;

10. demonstrate a knowledge and application of business technology;

11. demonstrate the ability to take notes in a variety of business settings;

12. appreciate the effect of law on the student as a citizen, consumer and worker;

13. demonstrate a knowledge and appreciation of national and multi-national economic systems, business cycles, and entrepreneurship;

14. demonstrate an understanding of the various types of business ownership and resources;

15. demonstrate a knowledge of money, banking, consumerism, investing, insurance, credit and taxes;

16. demonstrate a knowledge of human, time and business management resources;

17. understand basic accounting terminology, equations and procedures;

18. demonstrate a knowledge of payroll and taxation laws and procedures;

19. prepare and interpret financial statements;

20. demonstrate competence in using computerized accounting systems;

21. use text-related, business and management software and software manuals;

22. demonstrate a knowledge of computer technology and apply it to common business applications;

23. use mathematical calculations;

24. use critical and analytical skills and apply them to the solving of business-related problems and decisions; and

25. demonstrate a knowledge of writing, formatting, editing and proofreading.

CONNECTICUT'S COMMON CORE OF LEARNING

The Common Core was developed with the understanding that students begin their schooling at different levels of readiness and that some have developmental handicaps as well. It is also acknowledged that students have different interests and aspirations. Recognizing these differences, the Common Core establishes the highest expectations for each child: the goal that each student will develop to his or her fullest potential.

Connecticut's Common Core of Learning is organized under three major headings with subheadings that reflect significant groups of skills, knowledge and attitudes:

Attributes and Attitudes

Self-Concept
Motivation and Persistence
Responsibility and Self-Reliance
Intellectual Curiosity
Interpersonal Relations
Sense of Community
Moral and Ethical Values

Skills and Competencies

Reading
Writing
Speaking, Listening and Viewing
Quantitative Skills
Reasoning and Problem-Solving
Learning Skills

Understanding and Applications

Physical Development and Health
Careers and Vocations
Cultures and Languages
History and Social Science
The Arts
Mathematics
Literature
Science and Technology

The order of the three major headings does not represent their relative importance. It does represent a logical sequence of assuring effective learning. While schools share the development of attitudes and attributes with the home and other institutions, it is acknowledged that students learn best when they are appropriately motivated and self-confident. Although by-products of effective instruction, these attitudes and attributes are also preconditions for mastering specific skills. Many of the skills and competencies, and the attitudes and attributes, while not taught directly from a written curriculum, are continually developed during instruction in the traditional curriculum areas.

The Common Core of Learning should not be misconstrued as a set of isolated skills and understandings. To the contrary, it should be viewed as an integrated and interdependent set of learning outcomes. Users of the Common Core of Learning should continually look for cross-disciplinary and multi-disciplinary approaches and for the transfer of skills and knowledge from one domain to another and one subject area to another.

The Common Core of Learning is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. The Common Core of Learning is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations and teaching.

Finally, the Common Core of Learning has been developed neither as a state mandate nor as a condition for graduation. It provides a statement of high expectations for all Connecticut students to become educated citizens. It is also offered as a catalyst for school improvement. Connecticut's Common Core of Learning should be viewed as a beginning and one that will change in response to new demands and challenges.

With the aforementioned in mind, listed with most of the business subject competencies is a Common Core of Learning outcome the committee felt was most applicable to that competency. However, these competencies also include other common core learning outcomes, some to a higher degree than others. The particular outcome listed is an aid to the teacher to assist in the incorporation of these and other common core elements in daily teaching and learning. The grids contained within the subject areas should be of help in showing the integration of various Common Core elements in that area.

SCOPE

Business education is an integrated and academically interdependent set of learning outcomes and multi-disciplinary approaches. It consists of the development of skills and abilities necessary for employment and further education, as well as those that are essential to becoming a productive and contributing member of society.

Areas of study prepare students for successful employment and advancement, post-secondary education, and practical business applications for everyday living.

SEQUENCE

The following are suggested sequences of courses for each of the major areas with the particular courses of that area preceded by an asterisk.

AREAS OF STUDY

BUSINESS TECHNOLOGY

Business Concepts and Careers
Keyboarding and Document Formatting
* Business Technology I
* Business Technology II
* Business Technology III
Business Communications

Cooperative Work Experience/
Business Education

MATHEMATICS

Business Concepts and Careers
Keyboarding and Document Formatting
* Business Mathematics
* Accounting I OR Recordkeeping
* Accounting II
* Money Management
Business Communications
Business Law
Business Economics
Business Technology I, II, III

Cooperative Work Experience/
Business Education

INFORMATION PROCESSING

Business Concepts and Careers
* Keyboarding and Document Formatting
* Word Processing
* Notetaking
* Business Communications
Business Technology I, II, III
Accounting I OR Recordkeeping

Cooperative Work Experience/
Business Education

SOCIAL BUSINESS

* Business Concepts and Careers
Keyboarding and Document Formatting
Accounting I OR Recordkeeping
* Business Law
* Business Economics
* Business Management
Business Communications
* Entrepreneurship

These are suggested learning areas, not necessarily subject titles. These are also suggested sequence patterns; i.e., courses from the other three learning areas may be substituted within an area depending on student career goals. Keyboarding should be required of all students.

REQUIREMENTS FOR CONNECTICUT BUSINESS EDUCATION CERTIFICATION

Besides the requirements for teaching in general, twenty-four semester hours of credit are needed for certification in business education. However, it is the consensus of business educators that a keyboarding course, or its equivalency, be a requirement for all prospective business teachers.

A POLICY STATEMENT ON VOCATIONAL-TECHNICAL EDUCATION IN COMPREHENSIVE SECONDARY SCHOOLS

STATE OF CONNECTICUT
BOARD OF EDUCATION

DEFINITION

The goal of vocational education is the same as for all education, to assist individuals to become productive and contributing members of society, capable of economic self-sufficiency, lifelong learning, and adapting to change. Vocational education is competency-based, experiential learning which uses an employment-related context to contribute to the development of a student's basic, academic, and problem-solving skills, general employability attributes, and specific occupational knowledge. The acquisition of these skills, knowledge, and attributes prepares students for success in employment, further education, and their personal lives. The strengths of vocational education are its ability to serve diverse individual interests, to accommodate different learning styles, and to achieve various desired outcomes. A student's ability to achieve mastery of the basic skills is enhanced through the knowledge and practical application of these skills. Vocational education courses require students to demonstrate their knowledge, skills, and attitudes through hands-on experiences.

CHARACTERISTICS OF QUALITY VOCATIONAL EDUCATION

THE CHARACTERISTICS OF QUALITY VOCATIONAL EDUCATION CAN BE GROUPED INTO FOUR AREAS:

- Integration with the overall educational program;
- Orientation to the future;
- Motivation by common goals; and
- Expansion beyond classroom learning.

QUALITY VOCATIONAL EDUCATION ENSURES THAT THERE EXISTS:

- an integration of the basic skills of reading, writing, and computing, and the higher-order skills of thinking, reasoning, and problem solving, with general career knowledge, employability attributes and transferrable occupational skills;
- a high level of program quality which reflects the Common Core Learning, is measured by performance standards and continuous assessment, and is characterized by strong cross-disciplinary curricula that are rich in areas such as science, mathematics, economics and language arts;

- an interesting, motivating and relevant workplace learning experience that is responsive to individual student needs in a competency-based, sequential-skill, mastery learning mode with continuous feedback to students;
- a continuum of experiences from a middle school exploratory program to more advanced high school course offerings, and a successful transition from high school to employment, or high school to postsecondary education including programs such as 2 + 2 (which are secondary school programs that begin in Grades 11 and 12, and conclude with two years of college and an associate's degree); and
- a career ladder and the potential for further education--not solely or even primarily occupational training; not instruction intended merely for entry-level jobs; and not preparation for only those occupations requiring less than a baccalaureate degree.

QUALITY VOCATIONAL EDUCATION IS GUIDED BY:

- a recognition of the growing importance of international economics and competition;
- an understanding of the rapidity of technological change, emerging technologies and occupations, and the need for higher-level skills;
- a recognition of national, state, and regional trends in employment needs, with an emphasis on the growth industries;
- a consideration of a work force that is more diverse, with greater numbers of females, minorities, younger and older workers, single parents, workers with disabilities, persons of different linguistic, economic, and cultural backgrounds, and displaced workers and homemakers who need retraining; and
- an increased collaboration with adult educators, employment and training experts and the higher education community in building a continuum of educational services.

QUALITY VOCATIONAL EDUCATION STRIVES FOR:

- continued reduction of unemployment, with the goal of full employment;
- continued economic growth and improved productivity;
- increasing the high school completion rate;
- elimination of employment stereotypes;
- a higher quality of life for all individuals; and
- consideration for the special needs of students.

QUALITY VOCATIONAL EDUCATION USES A VARIETY OF INSTRUCTIONAL TECHNIQUES AND SETTINGS, INCLUDING:

- career information and counseling for employment and/or postsecondary education;
- a continuing interaction with the private sector;
- experiences that develop responsibility and a sense of community through activities such as supervised community service;
- involvement in vocational student organizations that provide for the development of leadership, decision-making, self-reliance, entrepreneurship, and human relations skills;
- individualized instruction, small and large group learning, comprehensive student case management, and careful assessments of student interests, aptitudes and abilities;
- simulations of employment; and
- supervised work experience.

CONCLUSION

The experiential learning provided by vocational education is for all students. Vocational education and the general academic subject areas are partners in the educational experiences offered to young people. Clearly, vocational education is an instructional process as well as a body of knowledge. It provides unique opportunities for all students to develop responsibility, motivation, and interpersonal skills, while at the same time it expands their ability to reason, learn, and problem-solve. All these are essential elements contained in Connecticut's Common Core of Learning, and lead to the development of student self-esteem and a respect for the dignity of work. Vocational education, through experiential learning, will help all Connecticut students attain the goals inherent in the Common Core of Learning. Every student should be offered the opportunity to benefit from a quality vocational education experience.

BUSINESS TECHNOLOGY

INTRODUCTION

BUSINESS TECHNOLOGY I -- Computer Applications, Word Processing and Desktop Publishing

BUSINESS TECHNOLOGY II -- Spreadsheet and Database

BUSINESS TECHNOLOGY III -- Integrated Computer Business Applications

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BUSINESS TECHNOLOGY

INTRODUCTION

The influx of computer technology into the business classroom is changing both secondary and post-secondary curricula. In addition, the methods and materials used to teach computer skills are changing as curricula are redesigned to give business students as much practical experience as possible.

Business Computer Technology courses at the high school and post-secondary levels are relatively new and present new challenges to teachers. Course content, teaching methods, and their place in the curriculum are still being established. The rapid changes in software and hardware technology make it difficult for teachers to keep up with the dynamic field of software applications.

A well-designed business computer technology course gives students a basic working acquaintance with computers and the business software programs that are available.

BUSINESS COMPUTER TECHNOLOGY COURSES

Business Computer Technology courses are typically one semester in length and are offered at both the secondary and post-secondary levels for all students. The only prerequisite for such a course is the ability to keyboard by the touch method.

SEQUENCE

* BUSINESS COMPUTER TECHNOLOGY I - Word Processing and Desktop Publishing

* BUSINESS TECHNOLOGY II - Spreadsheets and Databases

* BUSINESS TECHNOLOGY III - Integrated Computer Applications

When the need arises to add a Business Computer Technology course to the curriculum, specific questions must be answered:

1. What are the objectives of the course?
2. What software and hardware do I need?
3. How do I teach the course?

COURSE OBJECTIVES

A course in Business Computer Technology should cover the basics of spreadsheets, database, graphics, word processing, desktop publishing, integration, disk operating system, file maintenance, and if time permits, computer technology and the role of the computer in processing data and information. Course content should include vocabulary, concepts, practical applications, and problem-solving.

SOFTWARE REQUIREMENTS

To serve as models of current trends in business application software usage, the software taught in Business Computer Technology should include spreadsheets, databases, graphics, word processing, desktop publishing, communications, and a software integration.

The marketplace offers applications software in two versions: educational and business. Educational versions offer the basic commands and business features of a given application but are limited in size and power. Business software versions are the complete, business-production-ready packages. These packages are usually more powerful and expensive than the educational versions. Compared to business software, educational versions are inexpensive on a cost-per-student basis.

HARDWARE REQUIREMENTS

Ideally, each student in the class should have a microcomputer system: central processing unit, keyboard, hard disk drive, monitor (color), printer, and a lockdown device for security. However, if a one-to-one student-to-computer ratio is not possible, a rotation schedule based on the number of students and the number of machines available can be established.

TEACHING BUSINESS TECHNOLOGY COURSES

The methods for teaching Business Technology courses are the same as those traditionally used in any education course: Explain and Illustrate and Apply.

Explain and Illustrate: Because of the complexity of most software, only one concept should be demonstrated at a time. The teacher should orally review the purpose of the application to be created and review the commands to be used in that application. Using a large-screen computer projector can be particularly helpful. Parts of the application can be created while the students watch. Certain functions should be reviewed orally but must also be demonstrated.

Apply: Students should be given hands-on computer time to apply the concept illustrated. Typically, students use tutorial disks to gain an overview of what each type of software can do, and then they create one or two documents using each type of software. Tutorial disks, however, provide only an acquaintanceship level of skill. Caution is necessary in using tutorial disks at this stage because students may become very successful "button pushers" but may not learn how to think on their own.

The use of template disks, created by the textbook company or instructor, is another method of application. Template disks contain the text problems that have been demonstrated in the classroom. Students are able to manipulate the problem data on these disks. To make certain that students understand the concepts practiced in the tutorial or template exercises, students should be given business applications using these concepts. These projects should be designed to use the various features of the software and to simulate an application found in business. At this point, students should learn to create applications without a great deal of teacher assistance. In addition, more individualized instruction and different levels of application should be available based upon the ability of the students.

Grading: Grades in a Business Technology course are usually based on the final product. However, attendance, cooperation, and good work habits can also be considered. Certain steps in the completion of an application should be checked on screen. The instructor should observe the commands entered and verify the outcome for accuracy.

BENEFITS

Both the students and the teacher benefit from a Business Technology course. The students gain valuable skills in using application tools to solve personal and business problems. The teacher has an opportunity to teach vital, relevant, and emerging business applications software operations and problem-solving.

COURSE: **BUSINESS TECHNOLOGY I -- COMPUTER APPLICATIONS**
WORD PROCESSING AND DESKTOP PUBLISHING

LENGTH: Half Year

GRADES: 9 - 12

CROSS CREDIT: Computer Literacy

INTRODUCTION: This hands-on course is designed to provide an introduction to word processing and desktop publishing for students desiring to learn how a computer is applied to the solution of business-related problems in a modern society.

A tour of a typical document-production department is conducted with pictures and discussion of the most up-to-date hardware configurations and methods of document handling available. Integral to this course is the emphasis throughout on the personal computer and the latest technology available. The course contains a comprehensive content that is organized to introduce students to the use of computers in the business world today.

GOALS:

A. To provide an introduction to computers and document processing

B. To increase student awareness of the wide use of computers in the workplace

C. To provide students with an overview of word processing and desktop publishing software which has been developed for personal and business applications

D. To provide basic preparation for a wide variety of entry-level employment opportunities

STUDENT COMPETENCIES: Upon the completion of Business Technology I--Computer Applications, Word Processing and Desktop Publishing:

1. The student will explain what a computer is and how it processes data to produce output information.

   Common Core: Understand the implications of existing and emerging technologies.

2. The student will be able to describe the input function of a computer and identify various input devices such as keyboard, mouse, joystick, light pen, and voice recognition systems.

   Common Core: Understand the implications of existing and emerging technologies.

3. The student will be able to identify the various output units of a computer such as a printer, CRT, or speech synthesizers.

   Common Core: Understand the implications of existing and emerging technologies

4. The student will demonstrate the correct procedures and habits for working with computer hardware.

   Common Core: Demonstrate attitudes and habits and the employability skills.

5. The student will identify the differences among computer operating systems and will explain the problems of incompatibility.

   Common Core: Understand the implications of existing and emerging technologies.

6. The student will be able to discuss the importance of evaluating software and develop basic criteria for such an evaluation.

   Common Core: Demonstrate a questioning attitude, open-mindedness and curiosity.

7. The student will identify business and industrial uses of computers for information management, planning and design, and manufacturing.

   Common Core: Understand the implications of existing and emerging technologies.

8. The student will be able to explain how computers are helping to change the nature of work by changing the kind of work done.

   Common Core: Understand the implications of existing and emerging technologies.

9. The student will identify the new jobs that computers have created for people in the workplace.

   Common Core: Understand the implications of existing and emerging technologies.

10. The student will demonstrate that computers can perform many tasks involving sorting, calculating, controlling, and simulating.

    Common Core: Understand the implications of existing and emerging technologies.

11. The student will demonstrate knowledge about emerging computer hardware and software systems.

Common Core: Understand the implications of existing and emerging technologies.

12. The student will identify issues facing society as the computer era matures, including computer crime and the invasion of privacy.

Common Core: Understand the implications of existing and emerging technologies.

13. The student will demonstrate a proficiency in using the computer.

Common Core: Demonstrate attitudes and habits and the employability skills.

14. The student will be able to create and edit word processing desktop publishing documents.

Common Core: Demonstrate attitudes and habits and the employability skills.

15. The student will be able to provide documents which incorporate graphics and text.

Common Core: Demonstrate attitudes and habits and the employability skills.

16. The student will be able to recognize the need to continue to acquire additional knowledge and skills for personal growth and development and their relationship to lifelong learning.

Common Core: Demonstrate attitudes and habits and the employability skills.

17. The student will be able to demonstrate a recognition for completing assigned tasks on time and to appreciate their relationship to success in life.

Common Core: Demonstrate attitudes and habits and the employability skills.

18. The student will be able to demonstrate an ability to work cooperatively with peers in solving computer-related problems.

Common Core: Demonstrate attitudes and habits and the employability skills.

COURSE CONTENT:

I. Microcomputers and operating sytems

- A. Microcomputers
  1. Characteristics of a microcomputer
  2. System architecture
  3. System expansion
  4. Communication with peripherals
  5. User groups
- B. Operating systems
  1. The purpose of an operating system
  2. How operating systems function
  3. Types of application software
  4. Microcomputer operating system commands

II. Application software

- A. Introduction to application software
  1. The need for application software
  2. Generic application software
  3. Types of application software
  4. Sources of application software
- B. Word processing software
  1. Word processing fundamentals
  2. Uses of word processing
  3. Special word processing commands
  4. Hardware requirements
- C. Desktop publishing software
  1. Uses for desktop publishing
  2. Use of fonts in basic design principles
  3. Input word processing text
  4. Prepare illustrations and graphics
  5. Formats for publication
  6. Integrate and edit text and illustrations
  7. Use of laser printer for final output
  8. Hardware requirements

III. Computer careers

- A. Careers in the computer industry
- B. Career entry and advancement

EVALUATION:

After completion of the program in Business Technology I, a student should achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the content of this course. The student should also demonstrate proper start-up procedures and be able to load a microcomputer software package. The student should be able to follow the directions provided with software documentation in order to operate the computer program. The student should be able to complete assigned projects utilizing basic concepts taught with the software. These include creating, formatting, editing, merging and printing various types of documents.

TEACHER ACTIVITIES:

A management strategy must be developed to structure the curriculum guide into a viable instructional program. Since the curriculum guide is based on statewide assessments, it must be adapted to suit local needs and resources. A strategy for tailoring the curriculum guide to the local system should be developed into a local program management guide by the individual instructor. As the program management guide is developed, it should be submitted to the appropriate administrator for approval prior to implementation.

The instructional strategy must include a system for selecting the instructional setting, determining modes of instruction and acquiring instructional aids. Instructional settings are the environment where training occurs including the classroom, laboratory, or actual workplace. Instructional modes are the ways training is delivered, such as large group lecture, individualized self-study, instructor demonstration, small group discussion, and simulation. Instructional aids are the mechanisms for communicating instructional information including media, books, computers and equipment trainers.

Specifying the instructional settings, modes and aids is a process of selecting the most appropriate means for delivering the instruction to the vocational students. Management strategy selections should be based on the following considerations:

A. Student abilities, interests and needs;

B. Practical constraints (e.g., costs, time, safety, availability of resources);

C. Instructional nature of objectives selected for training (e.g., psychomotor, cognitive, affective); and

D. Instructional mode implied by the objectives selected for training (e.g., discuss, state, simulate).

STUDENT ACTIVITIES:

After a student has become more proficient with startup procedures and the computer keyboard, instruction will begin on varying characteristics of microcomputers and their peripherals. Application software will be introduced and emphasized throughout the course. The student will continually demonstrate proficiencies with the software by completing required projects. Assignments requiring create, format, and edit skills will increase in intensity as student knowledge of the application software becomes more sophisticated.

CAREER OPPORTUNITIES:

A. Entry Level--High School
   1. Word Processing Operator Trainee
   2. Data Entry Trainee
   3. Media Librarian
   4. Control Clerk
   5. Clerk Typist
   6. Computer Operator Trainee

B. Entry Level--Post-Secondary Technical School
   1. Programmer Trainee
   2. Data Entry Operator
   3. Computer Operator
   4. Word Processing Operator
   5. Data Clerk
   6. Data Processing Secretary

C. Bachelor's Degree Preferred (Experienced people without a bachelor's degree can sometimes hold these positions.)
   1. Systems Analyst Trainee
   2. Applications Programmer
   3. Software Programmer
   4. Word Processing Manager
   5. Data Communications Specialist
   6. Operations Manager

D. Bachelor's Degree Required
  1. Senior Analyst
  2. Database Manager
  3. Systems Manager
  4. Programmer Analyst
  5. Systems Analyst
  6. Operations Manager

RESOURCES:

Clark, James F., Warren W. Allen and Dale H. Klooster. Computers and Information Processing Concepts and Applications. Cincinnati: South-Western Publishing Company, 1990.

Groneman, Dr. Nancy, and Susan Owen. Applications-Using the Personal Computer. Cincinnati: South-Western Publishing Company, 1990.

Pasewark, William R. Sr., Jerry W. Willis and William R. Pasework, Jr., Microsoft Works (IBM version). Cincinnati: South-Western Publishing Company, 1991.

COURSE: **BUSINESS TECHNOLOGY II -- SPREADSHEET/DATABASE**

LENGTH: Half Year

GRADES: 9 - 12

CROSS CREDIT: Computer Science Related Graduation Requirements and/or Mathematics

INTRODUCTION: This course serves as an introduction to the many uses and capabilities of electronic spreadsheets and database management systems. It is designed to teach the fundamentals of spreadsheet and database software. Hands-on computer experiences are provided in creating, maintaining, expanding and manipulating spreadsheets and databases. Concepts also learned by working through various "what-if" questions and projects can be applied to future situations requiring experiences in spreadsheet and database software.

GOALS:

A. To provide skills and competencies relating to spreadsheets and databases

B. To provide students with the opportunities for the application of these skills to personal and business situations

STUDENT COMPETENCIES: Upon the completion of Business Technology II--Spreadsheet/Database:

1. The student will identify terminology associated with spreadsheets and database.

   Common Core: Comprehend, develop and use concepts and generalizations.

2. The student will analyze information as it applies to particular situations and draw logical assumptions in the creation of spreadsheet and database applications.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

3. The student will describe procedures for creating spreadsheet and database applications.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning.

4. The student will use creative thinking in modifying spreadsheet and database designs to meet changing needs and requirements.

   Common Core: Formulate and solve problems in mathematical terms.

5. The student will apply estimates and approximations in determining the validity of calculations.

   Common Core: Apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems.

6. The student will explain the order in which spreadsheet calculations are performed and provide illustrations which support this order.

   Common Core: Use basic statistical concepts to draw conclusions from data.

7. The student will appreciate the importance of careful attention to oral and written directions in solving a variety of computer-related problems.

   Common Core: Read and listen to specific information and take effective and efficient notes.

8. The student will be able to recognize and appreciate the role of systematic planning in solving problems.

   Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time.

9. The student will be able to recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to life-long learning.

   Common Core: Demonstrate questioning attitude, open-mindedness and curiosity; pursue lifelong learning.

10. The student will demonstrate recognition for completing assigned tasks on time and to appreciate its relationship to success in life.

    Common Core: Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life.

11. The student will demonstrate an ability to work cooperatively with peers in solving computer-related problems.

    Common Core: Participate actively in reaching group decisions.

12. The student will appreciate the value of self-esteem and personal effectiveness resulting from one's own productive efforts.

    Common Core: Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.

13. The student will recognize the importance of the implications of emerging technologies on society and the quality of life, including personal, academic and work environments.

    Common Core: Understand the implications of existing and emerging technology on our society.

14. The student will recognize the necessity for moral and ethical conduct in the use and application of computer software.

    Common Core: Recognize the necessity for moral and ethical conduct in a society.

COURSE CONTENT:

I. Spreadsheet

- A. Fundamentals of spreadsheet design
- B. Building the worksheet, formatting, entering formulas, naming cells and copying, using windows, and copy formulas
- C. Entering data and testing the validity of the worksheet
- D. Printing the worksheet and producing graphic output

II. Database

- A. Fundamentals of database design
- B. Planning, defining, creating and displaying the structure of database files
- C. Entering data
- D. Searching, retrieving and updating records
- E. Maintaining, sorting, and preparing reports using selected records from database files

EVALUATION: After completing this course, students should be able to demonstrate a minimum of 60 percent (or minimum school passing grade) proficiency on a criterion-referenced instrument based on the content of this course. The student should be able to demonstrate a working knowledge of spreadsheets and database management systems by:

A. producing various worksheets using spreadsheet software;

B. creating a database consisting of 25 to 50 records; and

C. completing a minimum of 80 percent of the required classwork and homework assignments.

TEACHER ACTIVITIES: A system of selecting learning environments, determining modes of instruction and acquiring materials must be a part of the techniques used in effective teaching.

Strategies selected should be based on the following considerations:

A. student abilities, interests and needs;

B. practical constraints (e.g., costs, equipment, software, time and safety); and

C. teaching objectives relating to psychomotor, cognitive and affective student learning.

STUDENT ACTIVITIES: Students will be responsible for:

A. completion of individual classwork and homework assignments;

B. production of assigned hands-on projects; and

C. working cooperatively with peers in solving a variety of computer-related challenges.

CAREER OPPORTUNITIES: A. Entry Level--High School

1. Word Processing Operator Trainee
2. Data Entry Trainee
3. Media Librarian

4. Control Clerk
5. Clerk Typist
6. Computer Operator Trainee
7. Document Processor

B. Entry Level--Post-Secondary Technical School
   1. Programmer Trainee
   2. Data Entry Operator
   3. Computer Operator
   4. Word Processing Operator
   5. Data Clerk
   6. Data Processing Secretary
   7. Document Processor

C. Bachelor's Degree Preferred (Experienced people without a bachelor's degree can sometimes hold these positions.)
   1. Systems Analyst Trainee
   2. Applications Programmer
   3. Software Programmer
   4. Word Processing Manager
   5. Data Communications Specialist
   6. Operations Supervisor

RESOURCES:

Arntson, Joyce. dBase III Plus Concepts, Exercises, and Applications. Cincinnati: South-Western Publishing Company, 1988.

Coburn, Edward, and Eileen Dlugoss. Business Software Applications. Eden Prairie, MN: Paradigm Publishing International, 1990.

Fox, Marianne, and Lawrence Metzelaar. Introduction to Business Software. Carmel, CA: Que Corporation, 1989.

Graver, Robert, and Paul Sugrue. Microcomputer Applications. Westerville, OH: Glencoe Publishing Company, 1989.

Groneman, Nancy, and Susan Jaderstrom. Computer Applications and Concepts. Cincinnati: South-Western Publishing Company, 1992.

Klemin, Wayne, and Ken Harsha. PC Power Microcomputer Applications. Westerville, OH: Glencoe/McGraw-Hill, 1991.

Mazursky, Alan, and Eileen Dlugoss. dBase IV A Practical Learning Guide. Eden Prairie, MN: Paradigm Publishing International, 1990.

O'Leary, Timothy, and Brian Williams. Microcomputing Annual Edition. Westerville, OH: Glencoe Publishing Company, 1991.

Pitter, Keiko. Advanced Applications Software. Westerville, OH: Glencoe Publishing Company, 1991.

Stewart, Jeffrey, Sandra McMinnis, and Nancy Melesco. 101 DataBase Exercises. New York: Glencoe Publishing Company, 1987.

COURSE: BUSINESS TECHNOLOGY III -- INTEGRATED COMPUTER BUSINESS APPLICATIONS

LENGTH: Half Year

GRADES: 9 - 12

CROSS CREDIT: Computer Literacy

INTRODUCTION: The popularity of the microcomputer in completing a variety of business applications has opened up the world of computing to more and more people. The purpose of Business Technology III-Integrated Computer Business Applications is to apply knowledge already learned about word processing, desktop publishing, databases, and spreadsheets to business applications.

Many of the projects involve the complex function of integrating word processing, databases, spreadsheets, and graphics. It is no longer necessary to become a programmer in order to be a computer user. It is necessary, however, to become familiar with applications software and the series of procedures and commands used in a particular package in order to make effective use of the computer as a tool. The vast majority of our students will be users of commercially-available software, either at home, at school, or in the business world and should be familiar with the various types of software which will be used in this course.

GOALS:

A. To provide students with the opportunities to become aware of the interconnectivity and linkages possible within business application software

B. To provide advanced knowledge of common business applications software to increase employment potential

C. To provide students with the opportunity to merge communication skills and information processing, using business application software

STUDENT COMPETENCIES: Upon the completion of Business Technology III--Integrated Computer Business Applications:

1. The student will use the features of spreadsheet software to produce complex documents.

   Common Core: Formulate and solve problems in mathematical terms.

2. The student will use the features of database software to produce complex documents.

   Common Core: Organize data into tables, charts and graphs, and read and interpret data presented in these forms.

3. The student will use the features of word processing/desktop publishing software to produce complex documents which integrate the various software programs.

   Common Core: Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

4. The student will describe how documents are produced using application software.

   Common Core: Gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately; and cite sources properly.

5. The student will demonstrate proficiency in formatting, categorizing, and managing a disk.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning.

6. The student will exhibit positive work attitudes and techniques to maintain a present position or obtain a promotion.

   Common Core: Demonstrate positive attitude toward work, including acceptance of the necessity of making a living and appreciation of the social value and dignity of work.

7. The student will design, develop, and produce documents which simulate realistic and relevant tasks required of today's workers.

   Common Core: Comprehend, develop and use concepts and generalizations.

8. The student will identify and explain organizational concepts, skills, and procedures relating to work flow, work organization, productivity, time management, and automated work station environments.

   Common Core: Select, organize and relate ideas and develop them in coherent paragraphs.

9. The student will select appropriate print technologies.

Common Core:	Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

10. The student will demonstrate the employability skills necessary in order to obtain an entry-level position and exhibit personal and professional characteristics associated with job success.

Common Core:	Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

11. The student will identify career opportunities and career paths for people possessing a working knowledge of integrated computer business applications.

Common Core:	Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interest and aptitudes.

12. The student will recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core:	Demonstrates a questioning attitude, open-mindedness and curiosity.

13. The student will demonstrate a recognition for completing assigned tasks on time and to appreciate its relationship to success in life.

Common Core:	Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

14. The student will demonstrate an ability to work cooperatively with peers in solving computer-related problems.

Common Core:	Participate actively in reaching group decisions.

15. Recognize and appreciate the role of systematic planning in solving problems.

Common Core:	Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

COURSE CONTENT:

I. Introduction to business applications

   A. Impact of software and technology
      1. Technological
      2. Behavioral
      3. Organizational
   B. Career opportunities and career paths

II. Introduction to operating systems

   A. Directory commands
   B. Formatting of diskettes
   C. Copy, rename, delete files
   D. Copy diskettes
   E. Backup
   F. Managing a disk

III. Production of various types of documents

   A. Text
   B. Correspondence
   C. Repetitive correspondence
   D. Tables and columnar documents
   E. Document assembly
   F. Form design and production
   G. Language arts skills

IV. Word processing/desktop publishing applications

   A. Overview of word processing/desktop publishing
   B. Editing and working with blocks
   C. Formatting lines, paragraphs, and pages
   D. Proofreading, grammar review, and spelling verification
   E. Managing files
   F. Merging, sorting, and selecting
   G. Using columns
   H. Referencing
   I. Creating and using graphics
   J. Applying word processing/desktop publishing functions

V. Introduction to print technologies

   A. Dot matrix
   B. Daisy wheel
   C. Thermal
   D. Inkjet
   E. Laser
   F. Plotter

VI. DataBase applications

   A. Overview of databases
   B. Designing and creating a database
   C. Viewing, organizing, and updating data
   D. Searching the database
   E. Designing reports and labels
   F. Merging databases with stored letters
   G. Applying database functions

VII. Spreadsheet applications

   A. Overview of spreadsheets
   B. Understanding of spreadsheet basics
   C. Creating a spreadsheet
   D. Knowing commonly-used formulas
   E. Printing reports
   F. Creating and printing graphs
   G. Producing templates
   H. Managing data
   I. Merging spreadsheets with stored documents
   J. Applying spreadsheet functions

VIII. Integrated applications

   A. Word processing/desktop publishing with graphics
   B. Word processing/desktop publishing with databases
   C. Word processing/desktop publishing with spreadsheets
   D. Simulation

IX. Personal and professional development

   A. Personal characteristics for success on the job
   B. Business ethics
   C. Personal time management

D. The employment process
E. Human relations skills
F. Problem solving and conflict resolution
G. Employment practices

EVALUATION:

After completing Business Technology III-Integrated Computer Business Applications, the student shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. The student shall also demonstrate a working knowledge of word processing/desktop publishing, database management, electronic spreadsheets, and graphics by:

A. constructing a series of business documents using the most appropriate application software with the proper formats; and

B. integrating as many applications as possible in order to achieve the most effective and efficient results.

TEACHER ACTIVITIES:

The quantity and location of computers determine the way a computer applications class is structured. This course should be taught using a computer/student ratio of 1:1. Students should be allowed to work at their own pace with a set amount of work to be completed during each marking period. Reference materials should be available for student use along with instructional VCR tapes explaining the commands of each software program used. Group assignments as well as individual assignments can be used. The following types of teacher activities should be included in this course:

A. lectures;

B. audio visual materials;

C. oral reviews;

D. group demonstrations (to help students complete the applications quickly and accurately); and

E. field trips.

STUDENT ACTIVITIES: Students will be responsible for:

A. acquiring computer knowledge;

B. completing all assignments;

C. learning entry-level skills needed for job retention and promotion;

D. developing a work-flow schedule;

E. keeping log sheets on the amount of time spent for each application;

F. using reference books to assist in the production of various assignments;

G. making suggestions about the types of projects being assigned;

H. keeping a folder of all completed assignments; and

I. correcting all assignments so that each assignment in its final form will be mailable.

CAREER OPPORTUNITIES:

A. Entry Level--High School
  1. Word Processing Operator Trainee
  2. Data Entry Trainee
  3. Media Librarian
  4. Control Clerk
  5. Clerk Typist
  6. Computer Operator Trainee
  7. Document Processor

B. Entry Level--Post-Secondary Technical School
  1. Programmer Trainee
  2. Data Entry Operator
  3. Computer Operator
  4. Word Processing Operator
  5. Data Clerk
  6. Data Processing Secretary
  7. Document Processor

C. Bachelor's Degree Preferred (Experienced people without a bachelor's degree can sometimes hold these positions.)
   1. Systems Analyst Trainee
   2. Applications Programmer
   3. Software Programmer
   4. Word Processing Manager
   5. Data Communications Specialist
   6. Operations Supervisor

RESOURCES:

Boyce, Betty L., and Jefferson C. Boyce. Sails for Rent An Information Management Simulation. Cincinnati: South-Western Publishing Company, 1990.

Clark, James F., Warren W. Allen, and Dale Klooster. Computers and Information Processing. Cincinnati: South-Western Publishing Company, 1990.

Groneman, Nancy. Applications Using the Personal Computer. Cincinnati: South-Western Publishing Company, 1988.

Groneman, Nancy, and Susan Jaderstrom. Applications for Your Personal Computer and You. Cincinnati: South-Western Publishing Company, 1990.

Klemin, Wayne V. PC Power Microcomputer Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Martin, Edward G. Using Applications Software: Tutorials and Activities. Albany: Delmar Publishers Inc., 1986.

Neal, Dorothy A., Rosemary T. Fruehling, and Constance K. Weaver. Applications Manual for Today's Electronic Office. New York: Gregg Division McGraw-Hill Book Company, 1989.

Olinzock, Anthony A., and Otto Santos. Microcomputer Activities for the Office. Cincinnati: South-Western Publishing Company, 1989.

NEWSPAPERS AND PERIODICALS

USA Today, Wall Street, Journal, Time, Newsweek, U.S. News & World Report, Business Week, Fortune Magazine, Nation's Business.

Data Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

BUSINESS TECHNOLOGY

Rating Scale:	
A	Element should be given a major focus
B	Element should be given a moderate focus
C	Element should be given a minor focus
D	Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept		
1.	Worth and Self-esteem	A
2.	Personal Effectiveness	B
3.	Understanding Strengths and Weaknesses	B
Motivation and Persistence		
1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	B
Responsibility and Self-Reliance		
1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A
Intellectual Curiosity		
1.	Questioning Attitude	A
2.	Independence of Thought	B
3.	Lifelong Learning	A
Interpersonal Relations		
1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	A
Sense of Community		
1.	Belonging to a Group	A
2.	Quality of Life	A
3.	Values, Standards and Tradition	A
4.	Historical and Ethnic Heritage	B
Moral and Ethical Values		
1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	B
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading		
1.	Main and Subordinate Ideas	A
2.	Comparisons, Contrasts, Sequences	D
3.	Meaning-Inferential Literal	D
4.	Predictions, Questions, Conclusion	B
5.	Critical Judgement	A
6.	Varying Reading Speed and Method	B
7.	Restructuring and Rewriting	A
Writing		
1.	Sentence Structure	A
2.	Organize and Relate Ideas	B
3.	Sentences and Paragraphs	C
4.	Language Style and Format	C
5.	Conceive Ideas	B
6.	Gather Information	A
7.	Restructuring and Rewriting	B
Speaking, Listening and Viewing		
1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	B
5.	Comprehend Ideas	B
6.	Verbal and Nonverbal Presentations	B
7.	Tables, Charts, and Graphs	A
Quantitative Skills		
1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	A
3.	Ratios and Proportions	B
4.	Spatial Relationships	A
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A
Reasoning and Problem Solving		
1.	Inductive and Deductive	B
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	A
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	B
Learning Skills		
1.	Goals and Priorities	A
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	A
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing		
1.	Expressing Emotions	B
2.	Appreciate the Arts	D
3.	Art Forms and Style	B
4.	Materials and Tools	B
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D
Careers and Vocations		
1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A
Cultures and Languages		
1.	Common Characteristics	D
2.	Differences Among People	D
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D
History and Social Sciences		
1.	Connecticut, U.S. and World	C
2.	U.S. History and Government	D
3.	Economics	C
4.	Political and Economic System	D
5.	Disciplines of History	D
6.	World Geography	C
7.	Critical Thinking	B
8.	Pluralistic Society	D
9.	Mutual Dependence	B
Literature		
1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C
Mathematics		
1.	Expressing Quantifiable Ideas	B
2.	Problem Solving	B
3.	Consumer and Job-related Tasks	B
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	C
6.	Using Numbers	B
7.	Algebraic and Geometric Concepts	B
8.	Statistical Concepts	C
Physical Development and Health		
1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	B
4.	Social Development	D
5.	Elements of Nutrition	A
6.	Healthy Environment	A
Science and Technology		
1.	Basic Principles of the Sciences	B
2.	Natural Resources	A
3.	Solving Problems	B
4.	Natural Phenomena	B
5.	Laboratory Measuring	A
6.	Emerging Technologies	A
7.	Potential and Limitations	B

BEST COPY AVAILABLE

INFORMATION PROCESSING

BUSINESS COMMUNICATIONS

KEYBOARDING AND DOCUMENT FORMATTING

NOTETAKING

WORD PROCESSING

COMMITTEE MEMBERS

Jane Iannone, Chairperson
North Haven High School
North Haven, CT

Annie Haynes
North Haven High School
North Haven, CT

COURSE: **BUSINESS COMMUNICATIONS**

LENGTH: Half Year or Full Year

GRADES: 12

CROSS CREDIT: English

INTRODUCTION: Every function in today's business environment depends upon effective communication. More than ever before, employers are demanding higher levels of skill in business communication from all employees. Therefore, all students need a solid foundation in the total communication process to function effectively in their professional lives as well as their personal lives.

Business Communications is a course offered to strengthen and refine basic skills in all phases of communications, including writing, listening, speaking, reading, interpreting nonverbal cues, and applying decision-making skills to problem-solving activities. All units of instruction can be adjusted to satisfy the time frame of the course.

GOALS:

A. To provide students with a knowledge of the basic skills necessary for effective personal and business communications

B. To assist students in developing logical thinking, decision-making, and problem-solving skills through practical application in the classroom

C. To assist students in developing effective human relations skills for improving interpersonal communications skills

D. To provide students with the opportunity to demonstrate the skills necessary to communicate using modern technologies

E. To provide students with the opportunity to acquire a basic foundation upon which to build an employable skill

F. To provide students with the opportunity to study literature with a business-related plot or theme

STUDENT COMPETENCIES: Upon completion of Business Communications, students should be able to:

1. Describe the evolution of communication.

   Common Core: Engage critically and constructively in an oral exchange of ideas.

2. Describe the functions of language.

   Common Core: Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

3. Identify the elements of basic communication.

   Common Core: Select, organize, and relate ideas and develop them in coherent paragraphs.

4. Apply the elements of grammar to written communication.

   Common Core: Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

5. Apply the mechanics of punctuation to written communication.

   Common Core: Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

6. Collect and organize materials for an oral presentation.

   Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

7. Articulate correctly and effectively in oral communications.

   Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

8. Follow and interpret oral directions accurately.

   Common Core: Understand spoken instructions and give spoken instructions to others.

9. Follow and interpret written directions accurately.

   Common Core: Read or listen to specific information and take effective and efficient notes.

10. Demonstrate the principles of written communication through properly constructed correspondence.

    Common Core: Use varying language, information, style, and format appropriate to the purpose and the selected audience.

11. Identify the elements of nonverbal communication.

    Common Core: Comprehend verbal and nonverbal presentations at the literal, inferential, and evaluative levels.

12. Develop techniques for improving interpersonal communications.

    Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

13. Recognize the intellectual and social implications of literature.

    Common Core: Understand that literature reflects and illuminates human experiences, motives, conflicts, and values.

14. Demonstrate proper listening skills.

    Common Core: Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

15. Assimilate ideas gathered through listening activities.

    Common Core: Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

16. Use research materials effectively.

    Common Core: Gather information from primary and secondary sources; write a report using that information; quote, paraphrase, and summarize accurately; and cite sources properly.

17. Select appropriate media and channels for communications.

Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

18. Evaluate communications devices.

Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

19. Develop strategies for efficient time and task management.

Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

20. Demonstrate good work habits and a sense of responsibility by completing assignments neatly and accurately.

Common Core: Follow a schedule that accounts for both short- and long-term project accomplishment.

21. Demonstrate a recognition for completing assigned tasks on time and appreciate its relationship to success in life.

Common Core: Experience the pride of accomplishment that results from hard work and persistence.

22. Recognize and appreciate the role of systematic planning in problem-solving.

Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

23. Recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core: Pursue life-long learning.

COURSE CONTENT:

I. Communication development and theory

II. Basic language skills

  A. Grammar
  B. Punctuation
  C. Spelling
  D. Vocabulary development

III. Reading comprehension

  A. Letters and memos
  B. Business reports
  C. News articles
  D. Novels, plays, biographies--all with a business theme or setting

IV. Writing composition

  A. Sentences
  B. Paragraphs
  C. Letters and memos
  D. Reports
  E. Other business documents
  F. Proofreading and revisions

V. Oral presentations

  A. Mechanics of speech
  B. Organization of information
  C. Telephone conversations
  D. Meetings and conferences
  E. Interviews
  F. Speeches
  G. Dictation techniques

VI. Listening skills

  A. Note-taking techniques
  B. Interpretive skills

VII. Time management techniques

VIII. Nonverbal communication

   A. Body language
   B. Gestures and symbols

IX. Business messages (not necessarily all of those listed)

   A. Announcements and invitations
   B. Congratulatory messages
   C. Expressions of sympathy
   D. Introductions and recommendations
   E. Orders and remittances
   F. Requests and acknowledgements
   G. Claims and adjustments
   H. Sales and advertising messages

X. Telecommunications

   A. Telephone
   B. Satellite communications
   C. Electronic mail
   D. Teleconferencing
   E. Integrated communications
   F. Computer-based messaging

XI. Job application skills

   A. Job research skills
   B. Resume writing
   C. Letters of application
   D. Personal interview techniques
   E. Employment-related letters

XII. Additional topics

   A. Graphics and illustrations as communication tools
   B. Reprographics
   C. Organizational and management techniques
   D. Research skills utilizing business resource materials

EVALUATION: After completing Business Communications students should achieve a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Students should also demonstrate a working knowledge of communications concepts and procedures by:

A. applying the rules of basic English grammar, punctuation, and spelling and basic construction techniques to various written documents;

B. planning, organizing, and making oral presentations;

C. interpreting ideas gathered through listening activities and projects; and

D. utilizing time and task management techniques in all communications activities.

TEACHER ACTIVITIES: Daily classroom activities should be carried out in a business-like setting. The teacher should foster a business environment by demonstrating orderly methods within the classroom and applying time management techniques to all activities. The teacher should use a variety of methods to introduce material to the students, including lecture, class discussion, case studies, study guides and worksheets, and individual and small group activities. The teacher should also use various types of media, such as chalkboards, overhead transparencies, slides, filmstrips, videotapes, and computers as resources in the classroom. All students should be encouraged to participate in all class activities.

Suggested teacher activities include:

A. scheduling guest speakers and lecturers on pertinent business topics;

B. using various games and activities to reinforce communications skills;

C. posting samples of business communications documents as they are presented and discussed in class;

D. encouraging students to bring in sample business communications documents for the class to critique;

E. compiling study guides on basic grammar and punctuation rules as a handy reference for students to use while composing business documents;

F. soliciting testimonials from former students praising the value of effective communications skills in the business office;

G. developing both individual and group assignments;

H. gathering articles related to communications from current business publications to share with students; and

I. arranging field trips to business environments that utilize a variety of modern communications technologies.

STUDENT ACTIVITIES: Suggested student activities include:

A. completing end-of-chapter assignments and projects;

B. completing grammar, punctuation, and spelling exercises and drills;

C. analyzing case studies;

D. composing and constructing written documents for various business scenarios;

E. reading business periodicals, newspaper articles, and literature for analysis;

F. participating in class discussions about business topics relevant to the course;

G. proofreading and revising business documents;

H. making oral presentations;

I. interpreting nonverbal communication signs and body language;

J. compiling a personal resume and composing a letter of application for a job; and

K. practicing for a job interview using role-playing techniques.

CAREER OPPORTUNITIES: A course in Business Communications does not prepare a student for a specific business career. It does, however, give students a foundation on which to build additional skills needed for successful careers in every phase of business. With the completion of additional business courses, such as Word Processing, students can find the following career opportunities.

1. Word Processing Secretary
2. Text Editor
3. Proofreader
4. Correspondence Specialist
5. Word Processing Center Supervisor
6. Executive Correspondence Secretary
7. Office Manager

RESOURCES:

Blank, Joan W., and Judith S. Voiers. Fundamentals of Business English. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Camp, Sue. Developing Editing Skill. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Camp, Sue. Developing Proofreading Skill. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Chapey, Geraldine. Developing Speaking Skill. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Clark, Lyn R., Kenneth Zimmer, and Joseph Tinervia. Business English and Communication. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

de Fossard, Esta. Reading In Focus: Learning To Get The Message. Cincinnati, OH: South-Western Publishing Company, 1990.

Delp, Kenneth E. Easy Rules: Punctuation. Cincinnati: South-Western Publishing Company, 1992.

Delp, Kenneth E. Easy Rules: The Comma. Cincinnati: South-Western Publishing Company, 1990.

Dietrich, Judith M. Write Now! A Process-Writing Program. Cincinnati: South-Western Publishing Company, 1992.

Dunn-Rankin, Patricia. Vocabulary. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Gigliotti, Carol. Easy Rules: Capitalization & Number Expression. Cincinnati: South-Western Publishing Company, 1992.

Gwyn, Jack, and Robert J. Gwyn. The Business Of Oral Communication. Cincinnati: South-Western Publishing Company, 1989.

Henderson, Greta L., and Price R. Voiles. Business English Essentials. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Himstreet, William, Gerald Maxwell, and Mary Jean Onorato. Business Communications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Hulbert, Jack E. Effective Communication for Today. Cincinnati: South-Western Publishing Company, 1991.

Jackson, Truman H. Letter of Application and Resume Using a Microcomputer. Cincinnati: South-Western Publishing Company, 1989.

Jentoft, Suzanne. Easy Rules: Word Choice. Cincinnati: South-Western Publishing Company, 1992.

Jones, Ellis J., and David H. Kane. Proofreading & Editing Precision. Cincinnati: South-Western Publishing Company, 1990.

Keithley, Erwin M., and Marie M. Flatley. A Manual of Style for Business Letters, Memos, and Reports. Cincinnati: South-Western Publishing Company, 1989.

Kushner, John A. How to Find and Apply for a Job. Cincinnati: South-Western Publishing Company, 1989.

Ljung, Ellen Jo. Writing with AppleWorks. Cincinnati: South-Western Publishing Company, 1992.

Lubell, Marcia, and Ruth Townsend. Language Works. Cincinnati: South-Western Publishing Company, 1992.

Minkler, Pam, and Kathy Rody. Audioactive, Inc.--A Communication Simulaltion. Cincinnati: South-Western Publishing Company, 1992.

Murphy, Herta A., and Herbert W. Hildebrandt. Effective Business Communications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Perkins, Wilmert E. Punctuation: A Simplified Approach. Cincinnati: South-Western Publishing Company, 1990.

Perkins, Wilmert E., and Melba W. Benson. Easy Rules: Spelling. Cincinnati: South-Western Publishing Company, 1991.

Perry, Devern. Word Studies. Cincinnati: South-Western Publishing Company, 1989.

Reiff, Rosanne. Integrated Keyboarding/Communication Skills. Cincinnati: South-Western Publishing Company, 1990.

Reynolds, Caroline. Letters Plus: Communicating on the Job. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Rodrigues, Dawn, and Raymond J. Rodrigues. The Computer-Writing Book. Cincinnati: South-Western Publishing Company, 1991.

Satterwhite, Marilyn L., and Joseph Tinervia. Developing Writing Skill. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. Rules of Thumb: A Guide for Writers. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Slocum, Keith. Business English. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

VanHuss, Susie H. Basic Letter and Memo Writing. Cincinnati: South-Western Publishing Company, 1987.

OTHER SOURCES

Bibliographies of famous businesspersons such as Ford, Iacocca, Trump, Rockerfeller, etc.

Novels and plays with a business setting such as The Great Gatsby, Wall Street and Other People's Money.

APPLIED COMMUNICATION

A noteworthy alternative curriculum to traditional English can be obtained from the Connecticut Bureau of Vocational Services. It is called "Applied Communication."

The following is a description of the program as found in a brochure entitled "Applied Communication."

APPLIED COMMUNICATION is a comprehensive set of learning materials designed to help all students develop and refine career-related communication skills. Applied Communication is not a remedial course. It is designed primarily for high school students, but may be useful in postsecondary, adult education, and retraining settings.

ORGANIZATION: The learning materials are divided into 15 instructional modules and include a total of 150 lessons. The modules can be used singly--in any order--to broaden existing communication/language arts/English or vocational/technical courses. Or all 15 modules can be used as the basis for a year-long course.

MODULES: Each instructional module includes a series of ten 40- to 55-minute lessons incorporating a variety of learning activities and experiences. Lessons 1 through 7 of each module provide instruction and practice in communication skills as they are generally used in the workplace. Lessons 8 through 10 feature activities designed to develop and refine communication skills in five major occupational areas: agriculture, business/marketing, health occupations, home economics, and technical/trade/industrial.

INSTRUCTIONAL MATERIALS: The comprehensive Instructor's Kit for each of the 15 modules contains (1) an Instructor's Guide with overhead transparency and student activity masters, (2) student Worktext, and (3) videotape. Each Instructor's Guide includes detailed lesson plans, a chart of student competencies covered in the module, and an annotated resource list of related materials--print, film, video, and/or software.

Every module features two video programs--Video A to introduce the module and Video B to review its content--each about ten minutes long. Shot on location in a variety of work settings, the video programs reinforce concepts, bringing the workplace into the classroom and showing students the importance of communication skills on the job.

The student Worktext for each module supplies the material for student activities--individual task sheets with lists of goals and objectives, background information, observation checklists, self-evaluation forms, worksheets, schedules, letters, and charts.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

BUSINESS COMMUNICATIONS

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	B
2.	Independence of Thought	A
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	A
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	A
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	A
6.	Varying Reading Speed and Method	B
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	A
2.	Organize and Relate Ideas	A
3.	Sentences and Paragraphs	A
4.	Language Style and Format	A
5.	Conceive Ideas	A
6.	Gather Information	A
7.	Restructuring and Rewriting	A

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	A
6.	Verbal and Nonverbal Presentations	A
7.	Tables, Charts, and Graphs	A

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	B
2.	Use Measurements	C
3.	Ratios and Proportions	D
4.	Spatial Relationships	D
5.	Estimates and Approximations	B
6.	Probability and Statistics	C
7.	Tables, Charts, and Graphs	B
8.	Solve Problems	B

Reasoning and Problem Solving

1.	Inductive and Deductive	B
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	B
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	A
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	B
2.	Differences Among People	B
3.	Understanding Other Cultures	C
4.	Structure of Language	B
5.	Commonalities and Differences	C
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	D
4.	Political and Economic System	D
5.	Disciplines of History	D
6.	World Geography	D
7.	Critical Thinking	B
8.	Pluralistic Society	C
9.	Mutual Dependence	C

Literature

1.	Human Experiences	B
2.	Essential Elements	B
3.	Literary Masterpieces	B
4.	Symbolism, Allegory and Myth	B
5.	Literary Themes	B
6.	Literary Works	B
7.	Reading as a Lifelong Pursuit	B

Mathematics

1.	Expressing Quantifiable Ideas	C
2.	Problem Solving	C
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	D
6.	Using Numbers	C
7.	Algebraic and Geometric Concepts	D
8.	Statistical Concepts	C

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	A

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	B
7.	Potential and Limitations	C

BEST COPY AVAILABLE

COURSE:	**KEYBOARDING AND DOCUMENT FORMATTING**
LENGTH:	Half Year or Full Year
GRADES:	6 - 12
CROSS CREDIT:	None

INTRODUCTION: With the rapid expansion of computer usage, primarily with microcomputers, all students should be required to complete successfully a course in keyboarding and document formatting. The keyboard is and for some time will continue to serve as the primary device for inputting information into electronic information systems.

Keyboarding and Document Formatting is a course designed to provide instruction to students over a wide range of grade levels. Course content should focus on the development of the "touch" method of keyboarding with the addition of formatting skills as applied to basic personal and business documents, such as letters, reports, and tabulated information.

In recent years, keyboarding instruction has been initiated at the elementary level and middle school levels. It is strongly recommended that only certified business education teachers teach keyboarding.

GOALS:

A. To provide students with the opportunity to achieve a sufficient keyboarding skill level to be able to operate a keyboard by touch

B. To provide students with the opportunity to acquire the habit of using the keyboard as a basic communication tool in the preparation of both personal and business documents

C. To provide students with the opportunity to reach optimum keyboarding skill according to their individual abilities

D. To provide students with the opportunity to acquire a basic foundation upon which to build an employable skill

E. To provide the ability to transfer their thoughts directly to the keyboard

STUDENT COMPETENCIES: Upon completion of Keyboarding and Document Formatting, students should be able to:

1. Demonstrate proper posture while keyboarding.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

2. Demonstrate correct keystroking of all alphanumeric keys using the "touch" method.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

3. Identify and operate correctly functional equipment parts or control keys required to complete assignments.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning.

4. Complete three-minute timed writing with a minimum speed of 25 words per minute with one error per minute on unfamiliar copy of average syllabic intensity.

   Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

5. Keyboard and format letters, memoranda, and envelopes using arranged, rough draft, and unarranged copy of average syllabic intensity.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

6. Keyboard and format reports using arranged, unarranged, and rough-draft copy of average syllabic intensity.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

7. Keyboard and format information to be centered, such as an announcement or a three-column tabulation on standard 8 1/2" x 11" paper or any other size paper.

   Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

8. Identify written and formatting errors on all assignments and make corrections using standard proofreaders' marks.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling.

9. Keyboard edited copy.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

10. Proofread an assignment using a verbatim key to detect and correct errors.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

11. Demonstrate the skill of transferring thoughts to paper using the keyboard and keying one-word, complete sentence, and paragraph responses.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

12. Demonstrate good work habits and a sense of responsibility by completing assignments neatly and accurately.

Common Core:	Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

13. Demonstrate the ability to follow oral and written instructions.

Common Core:	Read or listen to specific information and take effective and efficient notes.

14. Demonstrate a recognition for completing assigned tasks on time and appreciate its relationship to success in life.

Common Core:	Experience the pride of accomplishment that results from hard work and persistence.

15. Recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core: Pursue life-long learning.

COURSE CONTENT:

I. Proper keyboarding technique

II. Keyboard parts

  A. Alphanumeric keys
  B. Control keys
  C. Function keys

III. Timed writings

IV. Keyboarding/formatting copy

  A. Letters, memoranda, envelopes
  B. Reports
  C. Centering projects

V. Composing at the keyboard

  A. One-word responses
  B. Sentence responses
  C. Paragraph responses

VI. Additional correspondence

  A. Business forms (i.e. purchase orders, invoices, etc.)
  B. Ruled forms
  C. Resume and letter of application
  D. Letters with special parts
  E. Minutes of meetings
  F. Agendas
  G. News releases
  H. Tables of contents
  I. Itineraries

EVALUATION:

After completing Keyboarding and Document Formatting, a student should be able to achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. (Where appropriate, a pass/fail grade may be granted.) The student shall also demonstrate proficiency in keyboarding and formatting the following:

A. letters, memoranda, and envelopes from arranged, rough draft and unarranged copy;

B. reports from arranged, rough draft, and unarranged copy;

C. centering projects and activities from arranged, rough draft, and unarranged copy; and

D. one-word, complete sentence, and paragraph responses to oral and written questions.

TEACHER ACTIVITIES:

Daily classroom activities should be carried out in a business-like setting. The teacher should foster a business environment by demonstrating orderly methods within the classroom and applying time management techniques to all activities. Each class period should begin with a conditioning or warm-up drill which students are encouraged to begin immediately on their own. Teachers should use materials specifically designed for drill and reinforcement on all alphanumeric keys and manipulative or code keys. Materials presented in the course should lead students from keyboarding and formatting model transcripts to semi-arranged projects and then to handwritten or rough draft material in unarranged format. Likewise, all student activities should be planned to lead students from the more simple format to the more complex, reinforcing the learning principle: work from the known to the unknown.

Additional suggested teacher activities include:

A. establishing a set routine for identifying papers and beginning each class period;

B. soliciting testimonials from former students praising the value of learning to keyboard and format correctly and sharing these with your current students;

C. posting samples of letters, memoranda, envelopes, reports, tables, announcements, etc., as they are presented in class;

D. using overhead transparencies to present information about formatting decisions;

E. compiling a study guide for students to use as a handy reference while completing projects;

F. posting examples of real documents used in the business environment;

G. encouraging students to proofread by assigning a variety of proofreading exercises;

H. encouraging students to bring in a variety of business documents to proofread and to critique regarding format; and

I. encouraging students to keyboard and format personal documents during school study time, after school, or at home.

STUDENT ACTIVITIES:

Students will be responsible for:

A. conditioning or warm-up drill;

B. reinforcement drills on all alphanumeric keys;

C. drills using keyboard parts or control keys;

D. timed-writing exercises;

E. keyboarding and formatting letters, memoranda, and envelopes;

F. keyboarding and formatting reports;

G. composing one-word, complete sentence, and paragraph responses to questions;

H. proofreading and correcting all assignments;

I. using reference materials or study guides to assist in formatting documents; and

J. taking proper care of work area and equipment.

CAREER OPPORTUNITIES:

Entry Level--High School

1. Word Processing Operator Trainee
2. Data Entry Trainee
3. Clerk Typist
4. Executive Secretary
5. Medical Secretary
6. Legal Secretary
7. Correspondence Secretary
8. Administrative Assistant
9. Proofreader
10. Transcriptionist
11. Receptionist

RESOURCES:

Bennett, James C., and S. J. Wanous. Professional and Personal Keyboarding and Typewriting. Cincinnati: South-Western Publishing Company, 1988.

Chiri, Judith, Jacqueline Kutsko, Patricia Seraydarian, and Ted Stoddard. Houghton Mifflin Information Processing: Keyboarding, Formatting, and Applications Mastery. Westerville, OH: Glencoe McGraw-Hill Publishing Company, 1989.

Crawford, T. James, Lawrence W. Erickson, Lee R. Beaumont, Jerry W. Robinson, and Arnola C. Ownby. Century 21 Keyboarding, Formatting, and Document Processing. Cincinnati: South-Western Publishing Company, 1987.

Lloyd, Alan C., Fred E. Winger, Jack E. Johnson, Phyllis C. Morrison, and Rebecca A. Hall. Gregg Typing, Series Eight, Keyboarding and Processing Documents. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Lloyd, Alan C., Fred E. Winger, Jack E. Johnson, Phyllis C. Morrison, and Rebecca A. Hall. Gregg Keyboarding and Personal Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Robinson, Jerry W., Lee R. Beaumont, T. James Crawford, Lawrence W. Erickson, and Arnola C. Ownby. Basic Keyboarding and Formatting. Cincinnati: South-Western Publishing Company, 1989.

West, Leonard J. Keyboarding/Typewriting: Employment Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

SUPPLEMENTARY MATERIALS

Brendel, LeRoy A., R. Krause, C. H. Eide, and M. A. Holmes. Keyboarding Mailable Letters. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Briggaman, Joan S. The Educational Resource Center--An Authentic Rough Draft Simulation. Cincinnati: South-Western Publishing Company, 1989.

Clayton, Dean. 121 Timed Writings with Selected Drills. Cincinnati: South-Western Publishing Company, 1992.

Eide, Carole H., M. Andrea Holmes, and V. Wayne Klemin. Skillbuilding: Building Speed and Accuracy on the Keyboard. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Grill, George Philip. Reports: Formatting Applications. Cincinnati: South-Western Publishing Company, 1990.

Hanson, Robert N., and D. Sue Rigby. Keyboarding for Information Processing. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Haugo, John E., Linda Berry Hausmann, Truman H. Jackson, and Berle Haggblade. Software for Keyboarding/Typewriting for Personal Applications: Alphabetic Keyboarding. Cincinnati: South-Western Publishing Company, 1990.

Haugo, John E., Linda Berry Hausmann, Truman H. Jackson, and Berle Haggblade. Software for Keyboarding/Typewriting for Personal Applications: Building Keyboarding Skills. Cincinnati: South-Western Publishing Company, 1990.

Holmes, Ralph M. Datamagic: A Typewriting Simulation. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Holmes, Ralph M. Sidewalk Surfin' II: A Typewriting Simulation. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Kushner, John A. The Student Activities Assistant--A Keyboarding Simulation. Cincinnati: South-Western Publishing Company, 1990.

Kushner, John A., and S. J. Wanous. Statistical Typing with Tabulation Problems. Cincinnati: South-Western Publishing Company, 1991.

Peters, Cortez. Cortez Peters Championship Keyboarding, Skillbuilding & Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Reynolds, Caroline. Gymnastics Unlimited--Typewriting Practice Set. Cincinnati: South-Western Publishing Company, 1987.

Stout, Marlene Todd, and Ann Warren. All Star Sports--A Business Forms Simulation. Cincinnati: South-Western Publishing Company, 1992.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

KEYBOARDING AND DOCUMENT FORMATTING

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept		
1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A
Motivation and Persistence		
1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	B
Responsibility and Self-Reliance		
1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	B
3.	Dependability	A
4.	Self-Control	A
Intellectual Curiosity		
1.	Questioning Attitude	B
2.	Independence of Thought	B
3.	Lifelong Learning	A
Interpersonal Relations		
1.	Productive Relationships	A
2.	Concerns and Customs of Others	B
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D
Sense of Community		
1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C
Moral and Ethical Values		
1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	B
3.	Moral Judgements and Ethical Decisions	B

SKILLS AND COMPETENCIES

Reading		
1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	C
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	B
5.	Critical Judgement	D
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A
Writing		
1.	Sentence Structure	B
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	C
4.	Language Style and Format	C
5.	Conceive Ideas	C
6.	Gather Information	C
7.	Restructuring and Rewriting	C
Speaking, Listening and Viewing		
1.	Oral Exchange of Ideas	C
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	C
7.	Tables, Charts, and Graphs	C
Quantitative Skills		
1.	Add, Subtract, Multiply and Divide	B
2.	Use Measurements	D
3.	Ratios and Proportions	D
4.	Spatial Relationships	C
5.	Estimates and Approximations	A
6.	Probability and Statistics	C
7.	Tables, Charts, and Graphs	B
8.	Solve Problems	B
Reasoning and Problem Solving		
1.	Inductive and Deductive	C
2.	Conclusions from Information	B
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	B
5.	Cause and Effect Relationships	B
6.	Formulate Problems	B
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A
Learning Skills		
1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	B
4.	Sources of Information	B
5.	Note Taking	B

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing		
1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D
Careers and Vocations		
1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A
Cultures and Languages		
1.	Common Characteristics	D
2.	Differences Among People	D
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D
History and Social Sciences		
1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	D
4.	Political and Economic System	D
5.	Disciplines of History	D
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D
Literature		
1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C
Mathematics		
1.	Expressing Quantifiable Ideas	B
2.	Problem Solving	B
3.	Consumer and Job-related Tasks	B
4.	Tools for Solving Problems	B
5.	Physical and Social Phenomena	D
6.	Using Numbers	B
7.	Algebraic and Geometric Concepts	D
8.	Statistical Concepts	B
Physical Development and Health		
1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	D
5.	Elements of Nutrition	C
6.	Healthy Environment	A
Science and Technology		
1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	B

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COURSE: **NOTETAKING AND STUDY SKILLS**

LENGTH: Full Year

GRADES: 9 - 12

CROSS CREDIT: None

INTRODUCTION: Notetaking and Study Skills is a course designed for the student interested in learning a rapid, but brief writing system. Notetaking is a beneficial skill for everyone. Notetaking is an invaluable skill for college-bound students who will encounter massive information while pursuing occupational goals or full- or part-time employment.

Notetaking is an alphabetically-oriented, abbreviated writing system that permits the writer to write any word in the English language quickly.

Notetaking will also offer the student the immediate ability to take notes in an abbreviated and organized manner. Besides learning how to take notes, students will be instructed in spelling, punctuation, and grammar. They will also be instructed on how to study, listen, read, organize notes, and organize a research paper.

GOALS:

A. To enable students to write faster through the use of an efficient, abbreviated writing system that uses the letters of the alphabet, abbreviations, and other short cuts

B. To help students learn step-by-step techniques for developing a simple, efficient notetaking procedure

C. To help students increase retention of lecture/dictated materials by capturing ideas presented in lectures/dictation

D. To provide students with important aids in studying and reviewing effectively

E. To acquaint students with many applications of notetaking and study techniques to increase efficiency and productivity in both academic and personal life

STUDENT
COMPETENCIES: Upon completion of Notetaking, students should be able to:

1. Use correct theory principles so that any word in the English language may be written in an abbreviated form.

   Common Core: Experience the pride of accomplishment that results from hard work and persistence.

2. Recognize sounds (through sound spelling) and record the sounds heard.

   Common Core: Comprehend verbal and nonverbal presentations at the literal, inferential, and valuative levels.

3. Automatize commonly used vocabulary including brief forms, abbreviations, and phrases.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

4. Demonstrate their skills in writing the theory of the lesson presented.

   Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

5. Build their writing skills by writing assigned homework from text plates.

   Common Core: Follow a schedule that accounts for both short and long term project accomplishment.

6. Read from assigned homework notes to build reading skill.

   Common Core: Vary his/her reading speed and method based on the type of material and the purpose for reading.

7. List theory principle as dictated.

   Common Core: Read or listen to specific information and take effective and efficient notes.

8. Transcribe from their own notes via handwriting or keyboarding.

   Common Core: Select, organize, and relate ideas and develop them in coherent paragraphs.

9. List punctuation rules and examples of sentences using these rules.

   Common Core: Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

10. Demonstrate recall of theory periodically through review lessons.

    Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

11. Build their notetaking skills by taking notes in simulated lecture situations.

    Common Core: Distinguish relevant from irrelevant information, and the intent from the details of an oral message.

12. Read at 100 words per minute minimum from text plates and student notes.

    Common Core: Vary his/her reading speed and method based on the type of material and the purpose for reading.

13. Take extensive dictation of old and new material using theory at a base rate of 60 words per minute.

    Common Core: Read or listen to specific information and take effective and efficient notes.

14. Select important facts and topics from magazine and newspaper articles which are read orally and silently in the classroom and as homework assignments.

    Common Core: Distinguish relevant from irrelevant information, and the intent from the details of an oral message.

15. Present orally in their own words ideas read before making notes.

    Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for a purpose and audience.

16. Organize notes into narrative summary style.

    Common Core: Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

17. Prepare notes in outline form.

Common Core:	Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

18. Determine when to take notes in verbatim form.

Common Core:	Distinguish relevant from irrelevant information, and the intent from the details of an oral message.

19. Review techniques for using notes in preparing for examination.

Common Core:	Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

20. Use different techniques of taking notes for class discussions.

Common Core:	Read or listen to specific information and take effective and efficient notes.

21. Pick a central idea, identify key phrases and sentences, and rephrase what is heard in the student's own words.

Common Core:	Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

22. Use notes in making rough drafts of original writings.

Common Core:	Comprehend verbal and nonverbal presentations at the literal, inferential, and valuative levels.

23. Identify the importance of related ideas to support the central idea.

Common Core:	Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

24. Determine the advantages of taking notes in their own words.

Common Core:	Comprehend verbal and nonverbal presentations at the literal, inferential, and valuative levels.

25. Take notes and listen to outside lectures on a variety of topics and be able to decipher those notes so that they make sense.

Common Core:	Identify and comprehend the main subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

26. Transcribe accurately notes dictated at 60 words per minute.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.

27. Develop effective listening habits.

Common Core:	Identify and comprehend the main and subordinate ideas in speeches, discussions, audio, and video presentations, and report accurately what has been presented.

28. Apply listening skills during class lectures.

Common Core:	Distinguish relevant from irrelevant information, and the intent from the details of an oral message.

29. Establish immediate and long range goals for study.

Common Core:	Set goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

30. Demonstrate a working knowledge of efficient study habits.

Common Core:	Follow a schedule that accounts for both short- and long-term project accomplishment.

COURSE CONTENT:

I. Presentation of required materials and requirements

   A. Emphasis on class preparation of materials
   B. Emphasis on daily assignments and the need for repetitive practice

II. Presentation of the theory

  A. Emphasis on word beginnings and endings
  B. Emphasis on brief forms, abbreviations, and phrasing
  C. Emphasis on sounds of words
  D. Emphasis on concerted and individual timed reading from texts and homework notes
  E. Emphasis on transcription from homework notes and dictation
  F. Emphasis on dictation at various rates of speed--live and taped
  G. Use of speed-building tapes to reinforce outlines learned and to achieve higher rates of dictation
  H. Emphasis on blends of strokes, capital versus lower case letters, and special symbols

III. Development of notetaking skills

  A. Instruction on how to take notes
  B. Instruction on effective listening techniques or the taking of notes
  C. Instruction on efficient patterns for work organization
  D. Instruction on efficient use of time and study materials
  E. Instruction on the improvement of transcription skills, including spelling, punctuation, capitalization, grammar, and word usage

IV. Explanation of locating central idea/s in paragraphs, identifying related or supporting ideas in paragraphs, and an explanation on ways of condensing material read into meaningful notes

  A. Lectures on a variety of unrelated, unfamiliar topics
  B. Dictation of newspaper and magazine articles
  C. Reading newspapers and magazine articles and taking notes from them
  D. Listening to movies, filmstrips, and videos and taking notes from them
  E. Discussion of all notetaking done in class with emphasis on facts, opinions, and ideas that are important versus those that are not so important

V. Explanation of the necessary skills for active, effective, and efficient listening
  A. Distinction between casual and active listening
  B. Concentration on the fundamentals of effective listening habits
  C. Discussion on rules for effective listening
  D. Application of listening skills during class lectures
  E. Techniques for effective listening

F. Emphasis on listening for main ideas
G. Barriers to good listening

VI. Explanation of how to acquire efficient study habits

A. Emphasis on establishing immediate and long range goals for study
B. Discussion on environments that encourage concentration
C. Preparation of a weekly schedule for study
D. Presentation/demonstration of a working knowledge for efficient study

VII. Presentation of the organizational skills needed to prepare a research paper

A. Participation in an in-school field trip to the school library
B. Emphasis on how to choose a topic
C. Explanation on how to construct an outline
D. Explanation on how to compile notes from reading sources
E. Explanation on how to create note cards
F. Explanation on writing the rough draft of a research paper
G. Explanation on the revision of notes/rough draft into a final paper
H. Instruction on how to type a final copy of a research paper

EVALUATION: After completing Notetaking and Study Skills, students shall achieve at least 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of the course.

Students should be evaluated on the following components:

A. handwritten or typewritten transcription;

B. dictation tests;

C. teacher-constructed examinations;

D. standardized prepared examination;

E. class readings;

F. homework assignments; and

G. research projects.

TEACHER ACTIVITIES:

There is no more important task for the teacher than building student morale. Self-confidence in a beginning learner is the most important factor in success. Success in a new experience usually leads to continuing interest.

Encourage students to begin using their notetaking and study skills in a variety of situations as soon as possible--for class notes, directions or instructions, telephone messages, or minutes of a meeting.

The most vital component of a notetaking program is an enthusiastic, well-organized but flexible instructor who maintains a rapid pace in the classroom and displays a genuine interest in the progress of each student.

The daily classroom activities should strive for a realistic lecture/study environment. Discussions, demonstrations, dictation of theory principles, writing assignments, and listening skills, should all be interesting and the subject matter should be relevant.

Suggested teacher activities include:

A. chalkboard demonstrations;

B. dictation of theory principles;

C. assigned writing of the principles and theory of the lesson presented;

D. extensive use of supplementary materials
    1. workbook,
    2. newspaper articles;

E. listening to student performance and prescribing remedial drills;

F. dictation of theory principles while observing student performances;

G. classroom transcription of homework text material, handwritten or typewritten;

H. direct drills on using various punctuation rules from teacher-made drill sheets;

I. dictation of sentences using various punctuation rules from homework;

J. teacher-made or commercially-made tapes;

K. lectures in various lengths on various topics
    1. short lectures geared to listening for specifics,
    2. longer lectures covering listening and notetaking skills;

L. a tour of the library;

M. reviewing library skills necessary for the writing of a research paper;

N. reviewing the purpose of the card catalog, Reader's Guide to Periodical Literature, etc.;

O. reviewing formal outlining procedures with handouts;

P. illustrating the development of a rough draft from note cards and outline; and

Q. procedures for construction of rough draft from note cards and outline.

STUDENT ACTIVITIES:

Classwork should be assigned on both an individual and small group basis. Students who demonstrate good understanding of unit materials can be challenged with more difficult materials or used to assist students experiencing some difficulty.

There is an abundance of materials to cover the needs of different class lengths and student abilities. The usage of a variety of materials will help maintain class interest and productivity.

Suggested student activities include:

A. reading and sound-spelling of words;

B. writing/transcribing from plates;

C. writing/transcribing from lectures, tapes, films/video, guest speakers;

D. notetaking for research papers from various sources;

E. completing workbooks assigned;

F. completing selected assignments; and

G. completing teacher-made and/or standardized tests.

CAREER OPPORTUNITIES:

A. Entry Level--High School
   1. Stenographer
   2. Office Clerk

B. Entry Level--Post-Secondary School
   1. Administrative Assistant
   2. Adminstrative Secretary
   3. Bilingual Secretary
   4. Executive Secretary
   5. Legal Secretary
   6. Medical Secretary
   7. Shorthand Reporter

RESOURCES:

Condon, Gregg. Study Skills and Notetaking. Eden Prairie, MN: Paradigm Publishing International, 1990.

de Bono, Edward. Thinking Skills for Success. Eden Prairie, MN: Paradigm Publishing International, 1990.

Delp, Kenneth E. Easy Rules: Punctuation. Cincinnati: South-Western Publishing Company, 1992.

Delp, Kenneth E. Easy Rules: The Comma. Cincinnati: South-Western Publishing Company, 1990.

Gigliotti, Carol. Easy Rules: Capitalization & Number Expression. Cincinnati: South-Western Publishing Company, 1992.

Hosler, Mary Margaret. Study Skills. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Jentoft, Suzanne. Easy Rules: Word Choice. Cincinnati: South-Western Publishing Company, 1992.

Lemaster, A. James, and Ellen G. Hankin. Superwrite: Alphabetic Writing System. Cincinnati: South-Western Publishing Company, 1991.

Lemaster, A. James, and Ellen G. Hankin. Superwrite: Alphabetic Writing System, Brief Course. Cincinnati: South-Western Publishing Company, 1990.

Lemaster, A. James, and Ellen G. Hankin. Superwrite: Alphabetic Writing System, Comprehensive Course, Volume One. Cincinnati: South-Western Publishing Company, 1991.

Lemaster, A. James, and Ellen G. Hankin. Superwrite: Alphabetic Writing System, Comprehensive Course, Volume Two. Cincinnati: South-Western Publishing Company, 1992.

Perkins, Wilmert E., and Melba W. Benson. Easy Rules: Spelling. Cincinnati: South-Western Publishing Company, 1991.

Pullis, Joe M., and Cheryl D. Pullis. Principles of Speedwriting: Regency Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Pullis, Joe M., and Cheryl D. Pullis. Speedwriting--Dictation and Transcription: Regency II Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Pullis, Joe M., Cheryl D. Pullis, and Irene Shindler. Speedwriting for Notetaking and Study Skills. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Zoubek, Charles. Gregg Shorthand: Basic Principles, Centennial Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Zoubek, Charles. Gregg Shorthand: Dictation and Transcription, Centennial Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Zoubek, Charles. Gregg Shorthand: For the Administrative Assistant, Centennial Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Zoubek, Charles. Tapes for Gregg Shorthand, Centennial Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Zoubek, Charles, and G. Condon. Gregg Shorthand Dictionary, Centennial Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

NOTETAKING

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	B
2.	Independence of Thought	B
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	C
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	C
2.	Comparisons, Contrasts, Sequences	C
3.	Meaning-Inferential Literal	D
4.	Predictions, Questions, Conclusion	C
5.	Critical Judgement	D
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	A
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	C
4.	Language Style and Format	C
5.	Conceive Ideas	C
6.	Gather Information	C
7.	Restructuring and Rewriting	A

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	D
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	A
6.	Verbal and Nonverbal Presentations	A
7.	Tables, Charts, and Graphs	D

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	D
2.	Use Measurements	D
3.	Ratios and Proportions	D
4.	Spatial Relationships	D
5.	Estimates and Approximations	B
6.	Probability and Statistics	D
7.	Tables, Charts, and Graphs	C
8.	Solve Problems	D

Reasoning and Problem Solving

1.	Inductive and Deductive	C
2.	Conclusions from Information	C
3.	Predictions and Hypotheses	D
4.	Concepts and Generalizations	B
5.	Cause and Effect Relationships	D
6.	Formulate Problems	D
7.	Information Pertinent to Problems	B
8.	Solutions to Problems	C
9.	Creative Thinking Skills	B

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	B
4.	Sources of Information	B
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	D
2.	Differences Among People	D
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	D
4.	Political and Economic System	D
5.	Disciplines of History	D
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	D
2.	Problem Solving	D
3.	Consumer and Job-related Tasks	D
4.	Tools for Solving Problems	D
5.	Physical and Social Phenomena	D
6.	Using Numbers	D
7.	Algebraic and Geometric Concepts	D
8.	Statistical Concepts	D

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	D
5.	Elements of Nutrition	C
6.	Healthy Environment	A

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	B
7.	Potential and Limitations	D

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COURSE: **WORD PROCESSING**

LENGTH: Half Year or Full Year

GRADES: 9 - 12

CROSS CREDIT: None

INTRODUCTION: The concept of word processing is the most revolutionary event in written communication since the invention of the typewriter. Letters, reports, forms and other business documents are being created, stored, edited, and transmitted electronically in all kinds of business environments.

Word processing should be taught both as an introduction to the computer using lecture and demonstration as teaching techniques and as a reinforcement and refinement of basic keyboarding and document formatting techniques using the hands-on approach. Each student should have access to a separate microcomputer to provide for maximum hands-on time for personal and business skill applications. Touch typing with a minimum of 25 words per minute and three or fewer errors for three minutes using unpracticed material should be a prerequisite for the course. It is also desirable, though not a prerequisite, that the student possess a general knowledge of basic document formatting.

GOALS:

A. To provide students with the opportunity to familiarize themselves with the concepts of word processing as they relate to the business environment

B. To provide students with the opportunity to produce usable personal and business documents from a variety of materials

C. To provide students with the opportunity to acquire a basic foundation upon which to build an employable skill

D. To provide students with the opportunity to recognize the elements of a word processing system

E. To provide students the ability to develop the skill of processing words quickly and accurately in acceptable format, logging tasks performed and distributing finished products

STUDENT COMPETENCIES: Upon successful completion of this course:

1. The student will define word processing.

   Common Core: Select, organize, and relate ideas and develop them in coherent paragraphs.

2. The student will trace the history and development of word processing.

   Common Core: Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

3. The student will list and describe the steps in the word processing cycle.

   Common Core: Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

4. The student will recognize the advantages of word processing for more efficient productivity and workflow in the office.

   Common Core: Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

5. The student will define and identify basic word-processing terminology.

   Common Core: Select, organize, and relate ideas and develop them in coherent paragraphs.

6. The student will discuss and demonstrate suggested dictation techniques.

   Common Core: Deliver oral presentation using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length and nonverbal communication appropriate for the purpose and audience.

7. The student will dictate from prepared correspondence using machine dictation equipment.

   Common Core: Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

8. The student will dictate extemporaneous replies to one or more pieces of correspondence using machine dictation equipment.

Common Core:	Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

9. The student will describe use and care of hardware, software, and peripherals.

Common Core:	Use varying language, information, style, and format appropriate to the purpose and the selected audience.

10. The student will perform tasks relative to disk storage and handling activities.

Common Core:	Follow a schedule that accounts for both short- and long-term project accomplishment.

11. The student will keyboard, format, store, retrieve, and print personal business documents using menus and prompts.

Common Core:	Determine what is needed to accomplish a task and establish habits conducive to learning independently and with others.

12. The student will spellcheck documents.

Common Core:	Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization.

13. The student will revise documents using simple word insert and delete decisions.

Common Core:	Demonstrate the ability to work with laboratory measuring, manipulating and sensing devices.

14. The student will revise documents using block moves, block copy, and global search and replace.

Common Core:	Demonstrate the ability to work with laboratory measuring, manipulating and sensing devices.

15. The student will revise documents using format change decisions.

Common Core:	Gather, analyze, synthesize and evaluate information pertinent to the problem.

16. The student will paginate documents using both automatic and manual pagination functions.

17. The student will produce form documents using mail merge functions and boiler plate techniques.

Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

18. The student will prioritize tasks to be completed to best utilize equipment and minimize time required to complete all tasks.

Common Core: Set learning goals and priorities consistent with stated objective and progress made, and allocate the time necessary to achieve them.

19. The student will transcribe document from dictation equipment in an acceptable format using word processing techniques.

Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

20. The student will cite career paths, career opportunities and needed qualifications for a career in word processing.

Common Core: Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests, and aptitudes.

21. The student will describe methods of interfacing word processing with other current and emerging technologies.

Common Core: Understand the implications of existing and emerging technologies in our society and our quality of life; personal, academic, and work environments.

22. The student will demonstrate good work habits and a sense of responsibility by completing assignments neatly and accurately.

Common Core: Follow a schedule that accounts for both short- and long-term project accomplishment.

23. The student will demonstrate the ability to follow written and oral instructions.

Common Core: Understand spoken instructions and give spoken instructions to others.

24. The student will recognize and appreciate the role of systematic planning in problem solving.

Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

25. The student will demonstrate a recognition for completing assigned tasks on time and to appreciate its relationship to success in life.

Common Core: Experience the pride of accomplishment that results from hard work and persistence.

26. The student will demonstrate an ability to work cooperatively with peers in solving problems.

Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team and giving and taking direction).

27. The student will recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to life-long learning.

Common Core: Pursue life-long learning.

COURSE CONTENT:

I. History and development of word processing

II. Career opportunities

III. Basic microcomputer operations

IV. Basic word processing functions

  A. Editing functions
    1. Deletion
    2. Block operations
    3. Global search and replace
    4. Spellcheck
  B. Formatting functions
    1. Margins and line spacing
    2. Justification
    3. Tabs

C. Printing
    1. Printer types
    2. Printer controls/commands

V. Document production

VI. Special word processing applications

A. Form letters
B. Mailing lists and labels
C. Database reports

VII. Dictation/transcription

VIII. Additional topics

A. Resume and letter of application
B. Agendas, minutes of meetings, itineraries
C. Word processing and reprographics
D. Word processing and records management
E. Word processing and micrographics
F. Control and measurement procedures
G. Management information systems

EVALUATION: After completing this course, students should be able to achieve at least 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. The student shall also demonstrate a working knowledge of word-processing concepts and procedures by:

A. entering text from a variety of sources using basic word processing techniques;

B. editing text demonstrating skills in inserting, deleting, moving, formatting and enhancing; and

C. printing a mailable document in an acceptable format.

TEACHER ACTIVITIES: Daily classroom activities should be carried out in a business-like setting. The teacher should foster a business environment by demonstrating orderly methods within the classroom and applying time management techniques to all activities. Examples of sample business documents should be used as illustrations. Teachers should also present all concepts and, when possible, demonstrate them using a microcomputer and an LCD panel and overhead projector. All students should be given individual instruction as needed in the application of presented concepts.

Additional suggested teacher activities include:

A. arranging field trips to word processing centers of local businesses;

B. contacting local word-processing supervisors to be guest speakers;

C. developing individual and group assignments;

D. posting examples of business documents as they are presented in class;

E. preparing an office style manual for students to use as a reference while completing assignments;

F. preparing sample career path charts to post in classroom; and

G. gathering articles to share with students from current publications such as Administrative Management, Today's Office, Info World, Word Processing World.

STUDENT ACTIVITIES:

All students should have hands-on experiences with microcomputers. Suggested student activities include:

A. using basic word-processing terminology;

B. formatting various types of business documents using basic word processing techniques;

C. practicing dictation techniques;

D. transcribing from dictation equipment using basic word-processing techniques;

E. proofreading, spellchecking, and correcting all assignments;

F. using reference materials to assist in formatting documents;

G. maintaining a hard copy file of all completed assignments;

H. researching career opportunities in word processing;

I. taking proper care of work area, including software, hardware, and peripherals;

J. prioritizing work activities; and

K. formatting special business documents using advanced word processing techniques.

CAREER OPPORTUNITIES: Entry Level--High School

1. Word Processing Operator Trainee
2. Legal Secretary
3. Medical Secretary
4. Executive Correspondence Secretary
5. Transcriptionist
6. Text Editor
7. Proofreader
8. Correspondence Specialist
9. Word Processing Center Supervisor
10. Office Manager

RESOURCES:

Blanc, Iris. Skill Building Exercise For The Word Processor. New York: Dictation Disc Company, 1988.

Blanc, Iris. WordPerfect 5.0 & 5.1. New York: Dictation Disc Company, 1991.

Brooks, Lloyd D. Consultamation, Inc: Word Processing Practice Set. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Camp, Sue C., and Joseph Tinervia. Developing Proofreading Skill Software. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Gioffre, Delores Capraro. The Stadium: Microcomputer Word Processing Practice Set. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Gonzalez, Jean, and Ric Williams. Beginning WordPerfect 5.1 or Beginning Wordstar 5.1 or Beginning Microsoft Word 5.0. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Gonzalez, Jean, and Ric Williams. Keyboarding with WordPerfect 5.1 or Keyboarding with Wordstar 5.0 or Keyboarding with Microsoft Word 5.0. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Larsen, Gwynne, and Verlene Leeburg. Using WordPerfect 5.1. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1991.

Meroney, John W. Word Processing Applications in Practice. Cincinnati: South-Western Publishing Company, 1989.

Mitchell, Carol. Machine Transcription: A Comprehensive Approach for Today's Office Specialist. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

O'Neill, Sharon Lund. Office Information Systems: Concepts and Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Seraydarian, Patricia. Summer Sounds: Word Processing Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

VanHuss, Susie H., and Ann L. Matthews. Editing Applications for Word Processing. Cincinnati: South-Western Publishing Company, 1988.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

WORD PROCESSING

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept		
1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A
Motivation and Persistence		
1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	B
Responsibility and Self-Reliance		
1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	B
3.	Dependability	A
4.	Self-Control	A
Intellectual Curiosity		
1.	Questioning Attitude	B
2.	Independence of Thought	B
3.	Lifelong Learning	A
Interpersonal Relations		
1.	Productive Relationships	A
2.	Concerns and Customs of Others	B
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D
Sense of Community		
1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C
Moral and Ethical Values		
1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	B
3.	Moral Judgements and Ethical Decisions	B

SKILLS AND COMPETENCIES

Reading		
1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	C
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	B
5.	Critical Judgement	D
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A
Writing		
1.	Sentence Structure	B
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	C
4.	Language Style and Format	C
5.	Conceive Ideas	C
6.	Gather Information	C
7.	Restructuring and Rewriting	C
Speaking, Listening and Viewing		
1.	Oral Exchange of Ideas	C
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	C
7.	Tables, Charts, and Graphs	C
Quantitative Skills		
1.	Add, Subtract, Multiply and Divide	B
2.	Use Measurements	D
3.	Ratios and Proportions	D
4.	Spatial Relationships	C
5.	Estimates and Approximations	A
6.	Probability and Statistics	C
7.	Tables, Charts, and Graphs	B
8.	Solve Problems	B
Reasoning and Problem Solving		
1.	Inductive and Deductive	C
2.	Conclusions from Information	B
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	B
5.	Cause and Effect Relationships	B
6.	Formulate Problems	B
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A
Learning Skills		
1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	B
4.	Sources of Information	B
5.	Note Taking	B

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing		
1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D
Careers and Vocations		
1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A
Cultures and Languages		
1.	Common Characteristics	D
2.	Differences Among People	D
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D
History and Social Sciences		
1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	D
4.	Political and Economic System	D
5.	Disciplines of History	D
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D
Literature		
1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C
Mathematics		
1.	Expressing Quantifiable Ideas	B
2.	Problem Solving	B
3.	Consumer and Job-related Tasks	B
4.	Tools for Solving Problems	B
5.	Physical and Social Phenomena	D
6.	Using Numbers	B
7.	Algebraic and Geometric Concepts	D
8.	Statistical Concepts	B
Physical Development and Health		
1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	D
5.	Elements of Nutrition	C
6.	Healthy Environment	A
Science and Technology		
1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	B

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MATHEMATICS

ACCOUNTING I

ACCOUNTING II

BOOKKEEPING/RECORDKEEPING

BUSINESS MATHEMATICS

MONEY MANAGEMENT

COMMITTEE MEMBERS

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COURSE: **ACCOUNTING I**

LENGTH: Full Year

GRADES: 9 - 12

CROSS CREDIT: Math

INTRODUCTION: A knowledge of accounting is beneficial to all students because it is a financial information system and is the language of business. It is a course that presents basic accounting principles that can be applied to both business and non-business applications. It provides skills needed for entry-level employment as well as a foundation for post-secondary study in accounting or other business areas.

Accounting I is designed to present the introductory concepts and procedures of double-entry accounting and the accounting cycle as applied to both service and merchandising businesses. Course content should include involving computer technology.

The course provides an excellent vehicle for students to become aware of employment possibilities and post-secondary educational opportunities in the field of accounting, to develop good work habits, and to foster a sense of responsibility, accuracy, and ethical values in completing work assignments.

GOALS:

A. To provide students the opportunity to learn accepted accounting procedures and how a variety of accounts are used in both service and merchandising businesses

B. To provide students the opportunity to utilize basic accounting concepts and procedures that are applied in the preparation of financial documents

C. To provide students the opportunity to keep accounting records using both manual and automated procedures

D. To provide students the opportunity to become aware of the importance of accurate financial information for the successful operation of businesses

STUDENT
COMPETENCIES: Upon completion of Accounting I, students should be able to:

1. Describe how businesses begin and operate in the private enterprise economy.

   Common Core: Understand the basic concepts of economics.

2. Describe the three major types of business organizations.

   Common Core: Understand the basic concepts of economics.

3. Recognize the importance of profit to ensure continued business operation.

   Common Core: Understand the basic concepts of economics.

4. Demonstrate the ability to distinguish relevant financial data for problem solving.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

5. Draw conclusions based on financial information contained in various accounting documents.

   Common Core: Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

6. Demonstrate the ability to solve problems using financial information.

   Common Core: Gather, analyze, and synthesize and evaluate information pertinent to the problem.

7. Recognize the importance of cash control to operate a successful business.

   Common Core: Understand the basic concepts of economics.

8. Use appropriate accounting and computer terminology.

9. Demonstrate good work habits and a sense of responsibility by accurately completing assignments.

   Common Core: Follow a schedule that accounts for both short and long term project accomplishment.

10. Demonstrate the ability to follow oral and written instructions.

    Common Core: Understand spoken instructions and give spoken instructions to others.

11. Demonstrate skills required of entry-level accounting positions.

    Common Core: Identify, continue or pursue the education and training necessary for his/her chosen career/vocation.

12. Demonstrate the ability to use tables, graphs, and charts in accounting procedures.

    Common Core: Organize data into tables, charts and graphs, and read and interpret data presented in these forms.

13. Demonstrate the ability to estimate and approximate answers to financial and managerial situations.

    Common Core: Make estimates and approximations, and judge the reasonableness of results.

14. Demonstrate the ability to analyze business transactions.

    Common Core: Draw reasonable conclusions from information found in various sources, and define his/her conclusions rationally.

15. Demonstrate the ability to journalize business transactions in various journal formats.

    Common Core: Read or listen to specific information and take effective notes.

16. Demonstrate the ability to post from special journals to both subsidiary and general ledgers.

    Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

17. Prepare end-of-period financial statements.

    Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

18. Use computer software to maintain and prepare accounting records and documents.

Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

19. Recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core: Pursue lifelong learning.

20. Recognize and appreciate the role of systematic planning in problem solving.

Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

21. Demonstrate a recognition for completing assigned tasks on time and to appreciate its relationship to success in life.

Common Core: Experience the pride of accomplishment that results from hard work and persistence.

22. Demonstrate an ability to work cooperatively with peers in solving problems.

Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking direction).

COURSE CONTENT:

I. Explanation of the three basic forms of business ownership: sole proprietorships, partnerships, and corporations

II. Presentation on career opportunities in accounting and related job areas

III. Explaining the role of the computer in accounting instruction and using the computer in a variety of applications

IV. The basic accounting equation and the effects of business transactions on the equation

  A. Analyzing business transactions for a service business and a merchandising business

    B. Journalizing business transactions using the special journals and the general journals
    C. Posting to the general and subsidiary ledgers
    D. Preparing a trial balance
    E. Preparing a work sheet with adjustments
    F. Preparing financial statements
    G. Journalizing and posting adjusting and closing entries
    H. Preparing a post-closing trial balance

V. Establishing and maintaining a payroll system

VI. Reconciling a bank statement

VII. Maintaining control of cash

Additional topics which may be included:

VIII. Accounting for depreciation

IX. Accounting for uncollectible accounts

X. Accounting for inventories

XI. Accounting for notes receivable and payable

XII. Analysis of financial statements

EVALUATION: After completing Accounting I, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Students shall also demonstrate a working knowledge of accounting concepts and procedures by:

A. journalizing a variety of business transactions in various journal formats and posting to subsidiary ledgers and general ledger;

B. preparing various financial statements and reports; and

C. maintaining financial information using both manual and automated systems and procedures.

TEACHER ACTIVITIES: The daily classroom activities should strive for as realistic a business environment as possible. Discussions of relationships between chapter topics and actual business situations will increase interest and relevance of the subject matter.

TEACHER ACTIVITIES:

The daily classroom activities should strive for as realistic a business environment as possible. Discussions of relationships between chapter topics and actual business situations will increase interest and relevance of the subject matter.

Individual lessons should be introduced by the teacher using a format of group lecture, discussion, and illustration. This allows the teacher to utilize various types of visual aids such as overhead transparencies, chalkboards, microcomputers, videotapes, teleconference presentations, and interactive video.

The participation of all students in class discussions should be encouraged. This activity develops an understanding of why accounting procedures exist and can lead to discussions of other related business activities.

Refer to the resources at the end of this document for sources of instructional materials.

Suggested teacher activities include:

A. arranging field trips to area accounting firms or businesses;

B. contacting local accountants or other business people to be guest speakers;

C. using various games and activities that reinforce accounting concepts or procedures;

D. using videotapes of successful businesses or business people;

E. using current business news items for class discussions; and

F. developing both individual and group assignments.

STUDENT ACTIVITIES:

Classwork should be assigned on both an individual and small group basis. Students who demonstrate good understanding of chapter material can be challenged with more difficult assignments or used to assist students experiencing some difficulty.

For students to understand the sequence of accounting procedures, integrated activities should be a part of instruction. Textbook application activities and business/job simulations should be included. These should reinforce accounting procedures learned over several chapters. Job simulations can also provide some entry-level job experiences for students seeking employment upon completion of the course.

All students should have hands-on experience with computers involving various accounting activities. The degree of involvement will depend on the design of the curriculum and the availability of hardware and appropriate software.

Suggested student activities include:

A. completing end-of-chapter problems;

B. completing vocabulary exercises and short-answer questions;

C. analyzing case studies;

D. completing selected assignments using a computer; and

E. selecting job and/or business simulations completed manually and on a computer.

CAREER OPPORTUNITIES: A. Entry Level--High School

Junior Accounting Clerk

B. Entry Level--Two-Year High School Accounting or Associate Degree

1. Accounts Payable Clerk
2. Accounts Receivable Clerk
3. Payroll Clerk
4. Cash Clerk
5. Inventory Clerk
6. Full-Charge Bookkeeper

C. Entry Level--Bachelor/Masters Degree

1. Accountant
2. Certified Public Accountant (CPA)
3. Certified Managerial Accountant (CMA)
4. Not-for-Profit Accountant

RESOURCES:

MAJOR TEXTS:

Guerrieri, Donald, Barry Haber, William Hoyt, and Robert Turner. Houghton Mifflin Accounting: Concepts, Procedures, Applications. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Swanson, Robert M., Kenton E. Ross, and Robert D. Hanson. Century 21 Accounting. Cincinnati: South-Western Publishing Company, 1989.

Weaver, David H., E. B. Brower, J. M. Smiley, and Virginia Rose. Accounting: Systems and Procedures. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

SIMULATIONS:

All-Star Professionals. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Aquaclean Pool Service. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Birch, Diane. Careers Unlimited Personnel Agency. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Branigan's. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Brooks, Lloyd D. 101 Advanced Spreadsheet Exercises. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Caldwell, J. Edward. Fish Tank Pegboard Payroll System. Cincinnati: South-Western Publishing Company, 1983.

Caldwell, J. Edward. Picnic Basket Pegboard Payroll System. Cincinnati: South-Western Publishing Company, 1987.

The Court Yard. Cincinnati: South-Western Publishing Company, 1982.

Cycle Center Business Simulation. Cincinnati: South-Western Publishing Company, 1982.

DeJulio, Karen. John J. Paterson, Attorney. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1986.

Fire Place, Inc. Business Simulation. Cincinnati: South-Western Publishing Company, 1982.

Harpole, Greg. Ellen Peters, M.D.: A Medical Office Accounting Practice Set. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1986.

Jaffarian, Robert A. The Bixby Family. Cincinnati: South-Western Publishing Company, 1988.

Lakeshore Computer Center. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Langenderfer, Harold Q., Willis C. Stevenson, Herbert C. Sieg, and James B. Bower. Personal Income Taxation. Cincinnati: South-Western Publishing Company, 1991.

London & Company. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Maxwell Jewelry Business Simulation. Cincinnati: South-Western Publishing Company, 1987.

Microwaves, Inc. Business Simulation. Cincinnati: South-Western Publishing Company, 1988.

Nanassy, Louis. Standard Payroll Project. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Peele, Ann C. Town and Country Casuals. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Peterson, David R. Skeeter's Pizza Parlor. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1984.

Polisky, Mildred. Accounting Projects for the Electronic Calculator. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Professions Accounting. Cincinnati: South-Western Publishing Company, 1977.

Sexton, Joseph E. The Rankin Company. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Sight & Sound Electronics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Sounds Aboard. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Weaver, David H., Ralph Heatherington, and Connie Petlack. The Grandstand: A Computerized Accounting Application for a Single Proprietorship Merchandising Business. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Wood, Cohen. Metro Office Systems. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Wood, Cohen. Payroll Records and Procedures. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

ACCOUNTING I

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	B
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	C
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	B
4.	Language Style and Format	C
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	C

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	B
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	B
7.	Tables, Charts, and Graphs	C

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	D
3.	Ratios and Proportions	A
4.	Spatial Relationships	D
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	A
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	A
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	B
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	C
2.	Differences Among People	C
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	B
4.	Political and Economic System	D
5.	Disciplines of History	C
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	B

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	B

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Eme[illegible] Technologies	A
7.	Potential and Limitations	C

BEST COPY AVAILABL

COURSE: **ACCOUNTING II**

LENGTH: Full Year

GRADES: 10 - 12

CROSS CREDIT: Math

INTRODUCTION: Accounting II is designed to reinforce the accounting concepts and procedures learned in Accounting I and to further the students' understanding and use of a variety of accounting procedures and documents. This class should broaden the students' approach to accounting practices and procedures. In addition to learning new material, students should demonstrate the ability to develop more than one possible solution for a given circumstance and demonstrate the ability to select and apply the best choice.

Accounting is a financial information system that has wide ramifications for businesses and individuals. These generally accepted accounting principles and practices are taught in the classroom and used in every business. For this reason, the approach should be as realistic as the teacher, classroom activities, computer applications, and simulations can provide.

GOALS:

A. To provide students the opportunity to master accounting procedures and to demonstrate the ability to make intelligent decisions regarding the material

B. To provide students the opportunity to acquire an understanding of accounting procedures used in partnerships and corporations

C. To provide students the opportunity to demonstrate the ability to prepare and analyze various financial documents

STUDENT COMPETENCIES: Upon the completion of Accounting II, students should be able to:

1. Apply generally accepted accounting principles and procedures to financial records and financial reporting.

   Common Core: Comprehend, develop and use concepts and generalizations.

2. Demonstrate the attitudes and standards of conduct desirable in the work place.

Common Core:	Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

3. Demonstrate good work habits and sense of responsibility by accurately completing assignments.

Common Core:	Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

4. Develop logical reasoning techniques through the process of analysis and interpretation of accounting data.

Common Core:	Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

5. Apply problem-solving techniques to select relevant accounting data to determine viable solutions.

Common Core:	Gather, analyze, synthesize and evaluate information pertinent to the problem.

6. Demonstrate the ability to follow oral and written instructions.

Common Core:	Understand spoken instructions and give spoken instructions to others.

7. Demonstrate the ability to estimate and approximate answers to financial and managerial situations.

Common Core:	Formulate and test predictions and hypotheses based on appropriate data.

8. Demonstrate the ability to use the computer as a problem-solving tool in accounting applications.

9. Describe the moral and ethical issues involved in financial reporting.

Common Core:	Recognize the necessity for moral and ethical conduct in a society.

10. Use appropriate accounting and computer terminology.

Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

11. Recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core: Pursue lifelong learning.

12. Recognize and appreciate the role of systematic planning in problem-solving.

Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

13. Demonstrate a recognition for completing assigned tasks on time and to appreciate its relationship to success in life.

Common Core: Experience the pride of accomplishment that results from hard work and persistence.

14. Demonstrate an ability to work cooperatively with peers in solving problems.

Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking directions).

COURSE CONTENT:

I. Review of the accounting cycle for a merchandising business

II. Accounting for notes payable and notes receivable

III. Accounting for inventories

IV. Accounting for property, plant, and equipment

V. Accounting for deferrals and accruals

VI. Partnerships: formation, dissolution, and liquidation

VII. Corporations: organization, capital stock, taxes, dividends, bonds, and retained earnings

VIII. Departmental and branch accounting

IX. Manufacturing and cost accounting

X. Budgeting and financial control

XI. Analysis and interpretation of financial statements

XII. Changes in financial position

XIII. Not-for-profit organizations

XIV. Basis of financial reporting

EVALUATION: After completing Accounting II, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Students shall also demonstrate a working knowledge of accounting concepts and procedures by:

A. journalizing a variety of business transactions involving advanced accounting procedures and applications;

B. preparing and analyzing various financial statements;

C. maintaining financial information using both manual and automated systems and procedures; and

D. utilizing the computer as a problem-solving tool.

TEACHER ACTIVITIES: The complexity of the subject matter in each chapter, necessitates the need for in-depth presentations and discussions. Classes are generally smaller in nature and thus provide the opportunity for increased interaction between teacher and students.

Individual lessons should be introduced by the teacher using a variety of instructional techniques. Computer activities should be integrated throughout the entire course.

Suggested teacher activities include:

A. arranging field trips to area accounting firms or businesses;

B. contacting local accountants or other business people to be guest speakers;

C. using various games and activities that reinforce accounting concepts or procedures;

D. using videotapes of successful businesses or business people;

E. using current business news items for class discussions; and

F. developing both individual and group assignments.

STUDENT ACTIVITIES: Classwork should be assigned on both an individual and small group basis. Students who demonstrate good understanding of chapter material can be challenged with more difficult assignments or used to assist students experiencing some difficulty.

For students to understand the sequence of accounting procedures, integrated activities should be a part of instruction. Textbook application activities and business/job simulations should be included. These should reinforce accounting procedures learned over several chapters. Job simulations can also provide some entry-level job experiences for students seeking employment upon completion of the course.

All students should have hands-on experience with computers involving various accounting activities. More advanced accounting procedures and analysis should utilize the microcomputer by the use of spreadsheet and graphic programs. The degree of involvement will depend on the design of the curriculum and the availability of hardware and appropriate software.

Suggested student activities include:

A. completing end-of-chapter problems;

B. completing vocabulary exercises and short answer questions;

C. analyzing case studies;

D. completing selected assignments using a computer; and

E. selecting job and/or business simulations completed manually and on a computer.

CAREER OPPORTUNITIES: A. Entry Level--High School

1. Junior Accounting Clerk
2. Accounts Payable Clerk
3. Accounts Receivable Clerk
4. Payroll Clerk
5. Cash Clerk
6. Inventory Clerk
7. Full-Charge Bookkeeper

B. Entry Level--Bachelor/Masters Degree

1. Accountant
2. Certified Public Accountant (CPA)
3. Certified Managerial Accountant (CMA)
4. Not-for-Profit Accountant

RESOURCES:

Guerrieri, Donald, Barry Haber, William Hoyt, and Robert Turner. Houghton Mifflin Accounting: Concepts, Procedures, Applications, Advanced Course. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Swanson, Robert M., Kenton E. Ross, and Robert D. Hanson. Century 21 Accounting, Advanced Course. Cincinnati: South-Western Publishing Company, 1988.

Weaver, D. H., E. B. Brower, J. M. Smiley, and V. Rose. Accounting: Systems and Procedures. Advanced Course. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

SIMULATIONS:

Birch, Diane B. Careers Unlimited Personnel Agency. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Dynatech Products. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Greengrow, Inc. Cincinnati: South-Western Publishing Company, 1988.

Oakhill Furniture, Inc. Cincinnati: South-Western Publishing Company, 1988.

Polsiky, Mildred. Accounting Projects for the Electronic Calculator. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Stennick, Jan. Sights & Sound Electronics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Telemart, Inc. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1985.

Tempo Luggage, Inc. Cincinnati: South-Western Publishing Company, 1988.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

ACCOUNTING II

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	B
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	C
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	B
4.	Language Style and Format	C
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	C

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	B
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	B
7.	Tables, Charts, and Graphs	C

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	D
3.	Ratios and Proportions	A
4.	Spatial Relationships	D
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	A
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	A
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	B
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	C
2.	Differences Among People	C
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	B
4.	Political and Economic System	D
5.	Disciplines of History	C
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	B

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	B

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	C

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COURSE: **RECORDKEEPING**

LENGTH: Full Year

GRADES: 9 - 12

CROSS CREDIT: Math

INTRODUCTION: A knowledge of recordkeeping will help students to handle personal and business recordkeeping tasks. It is a course that emphasizes basic quantitative skills.

The content of the course should include traditional methodology: reading, discussions, illustrations, and completing appropriate business forms necessary to reinforce principles of recordkeeping. When appropriate, computer applications should be utilized.

This course provides an excellent opportunity for students to become aware of entry-level positions available as a result of attaining appropriate skills and knowledge in recordkeeping.

GOALS:

A. To provide students the opportunity to develop practical math skills and to apply these skills to personal and recordkeeping tasks

B. To provide students with knowledge and skills for entry-level positions

C. To provide students an opportunity to maintain records using both automated and manual procedures

D. To provide students an opportunity to reinforce problem-solving and decision-making skills

STUDENT COMPETENCIES: Upon completion of Recordkeeping, students should be able to:

1. Recognize the importance of accuracy and verification in their personal and business activities.

   Common Core: Add, subtract, multiply and divide and understand the basic concepts of economics.

2. Prepare personal and organization budgets.

Common Core: Problem-solving, and gathering, analyzing, synthesizing and evaluating pertinent information.

3. Demonstrate the ability to open and maintain personal and business check accounts.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

4. Demonstrate the ability to follow oral and written instructions; ask and answer pertinent questions.

   Common Core: Speaking, listening, viewing and understanding spoken instructions as well as giving instructions to others.

5. Demonstrate skills required for entry-level positions.

   Common Core: Exhibit the interpersonal and quantitative skills necessary for success in the workplace.

6. Demonstrate the ability to complete assigned work in a timely manner.

7. Demonstrate the ability to work with others in solving problems as well as exemplify good work habits and appropriate attitudes.

   Common Core: Exhibit the interpersonal skills necessary for success in the workplace.

8. Use computer software to prepare and maintain recordkeeping tasks.

   Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

COURSE CONTENT:

I. Fundamentals in recordkeeping

II. Illustrations and preparation of budgets for personal and business use

III. Procedures for opening and maintaining personal and business checking accounts

IV. Reconciling bank statement

V. Qualifications and responsibilities for the following entry-level positions:

   A. Office cashiers
   B. Sales clerks
   C. Stock clerks
   D. Purchasing clerks
   E. Accounts payable and accounts receivable clerks
   F. Order clerk
   G. Cash clerk

VI. The role of the computer in recordkeeping procedures and the use of it in a variety of applications

VII. One or more culminating activities that reinforces previously learned skills with emphasis on math computations, decision-making, problem-solving and the ability to work with others as well as on an independent basis

EVALUATION: After completing Recordkeeping, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Students shall also demonstrate a working knowledge of recordkeeping and procedures by:

A. applying the application of basic fundamentals in Recordkeeping;

B. preparing personal and business budgets;

C. applying procedures for opening and maintaining personal and business checking accounts as well as reconciling bank statements;

D. applying computer technology to recordkeeping concepts;

E. successfully completing quizzes and tests; and

F. results of performance on culminating activity-simulations.

TEACHER ACTIVITIES: The daily classroom activities should strive for as realistic a business environment as possible. Discussions, practical examples and applications should be utilized as often as possible.

Individual lessons should be introduced by the teacher using a variety of methods and techniques: lecture, discussion and illustration. The teacher should utilize various types of visual aids such as overhead transparencies, chalkboards, microcomputers, videotapes and speakers.

The participation of all students in class discussions should be encouraged. This activity helps to develop an understanding of why and how recordkeeping concepts are applied to daily survival.

Refer to the resources at the end of this document for sources on instructional materials.

Suggested teacher activities include:

A. contacting local individuals as guest speakers on appropriate topics;

B. using various games and activities that reinforce recordkeeping concepts;

C. encouraging students to bring in "Help Wanted" ads for the purpose of discussing the availability of entry-level positions, pay rates, experience and training required and the appropriate person to whom they should apply; and

D. developing both individual and group assignments.

STUDENT ACTIVITIES:

Classwork should be assigned on both an individual and small group basis. Students who demonstrate good understanding of chapter material can be challenged with more difficult assignments or used to assist students experiencing some difficulty.

Job simulations should be included to reinforce recordkeeping procedures after completing a unit. All students should have hands-on experience with computers involving various recordkeeping activities. The degree of involvement will depend on the design of the curriculum and the availability of hardware and appropriate software.

Suggested student activities include:

A. completion of end-of-chapter problems, vocabulary and life skills activities;

B. completion of selected assignments using a computer; and

C. business and job simulations.

CAREER OPPORTUNITIES: Entry Level--High School

1. Office cashier
2. Sales clerk
3. Stock clerk
4. Purchasing clerk
5. Order clerk
6. Cash clerk

RESOURCES:

TEXTBOOKS:

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Practical Recordkeeping and Bookkeeping. Cincinnati: South-Western Publishing Company, 1989.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Recordkeeping in the Computer Age. Cincinnati: South-Western Publishing Company, 1986.

Huffman, Jarry, J. R. Stewart, Jr., and D. L. Stewart. General Recordkeeping. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Klooster, Dale H., and Warren W. Allen. Computerized Recordkeeping and Bookkeeping. Cincinnati: South-Western Publishing Company, 1989.

Lasselle, Richard. Recordkeeping: The Total Concept. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

SIMULATIONS:

Allen, Warren W., and Dale H. Klooster. A Computerized Recordkeeping Data Entry Simulation. Cincinnati: South-Western Publishing Company, 1988.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Blue Ridge Pet Chalet. Cincinnati: South-Western Publishing Company, 1988.

Baron, Harold, Solomon C. Steinfeld, and Robert A. Schultheis. Woodland Landscapers. Cincinnati: South-Western Publishing Company, 1984.

Lasselle, Richard. Summit Enterprises. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Spenger, Christine, Keith Lee Weidkamp, and Clifford Frank Burns. Record Keeping Applications Using the Microcomputer. Cincinnati: South-Western Publishing Company, 1988.

Wirth, Richard A. A Business Recordkeeping Practice Set: Sound City. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Wood, Merle. A Personal Recordkeeping Practice Set: The Linden Family. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

RECORDKEEPING

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	B
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	C
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	B
4.	Language Style and Format	C
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	C

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	B
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	B
7.	Tables, Charts, and Graphs	C

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	D
3.	Ratios and Proportions	A
4.	Spatial Relationships	D
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	A
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	A
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	B
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	C
2.	Differences Among People	C
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	B
4.	Political and Economic System	D
5.	Disciplines of History	C
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	B

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	B

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	C

BEST COPY AVAILABLE

COURSE: **BUSINESS MATHEMATICS**

LENGTH: Half Year or Full Year

GRADES: 9 - 12

CROSS CREDIT: Math

INTRODUCTION: All individuals must function as productive, knowledgeable participants in our economic system. To be prepared for the experiences, a basic understanding of economic and business principles and the mastery of certain mathematical functions are necessary. These skills and knowledge should be applied to problem-solving situations encountered in daily life.

A course in business mathematics provides students the opportunity to acquire the skills and knowledge that enable them to become informed consumers and prepare them for business transactions and decisions in future life. These mathematical skills are essential for every student regardless of plans for post-secondary education or work.

GOALS:

A. To provide students the opportunity to develop further their mathematical skills by applying these procedures to daily business experiences

B. To provide students the opportunity to become investigative, decision-making consumers of goods and services

C. To provide students the opportunity to develop the ability to use these acquired skills in making business decisions

D. To provide students the opportunity to read and interpret a variety of financial documents and reports

STUDENT COMPETENCIES: Upon the completion of Business Mathematics, students should be able to:

1. Demonstrate an understanding of the basic mathematical functions of whole numbers, fractions, decimals and percents.

   Common Core: Apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems.

2. Demonstrate the ability to record the receipt and payment of cash in a variety of daily business transactions.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

3. Demonstrate the ability to calculate payroll involving a variety of methods of compensation.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

4. Demonstrate the ability to prepare and maintain payroll records.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

5. Demonstrate the ability to prepare budgets for a variety of living situations.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

6. Demonstrate the ability to interpret and analyze costs of various goods and services.

   Common Core: Demonstrate a quantitative sense by using numbers for counting, measuring, comparing, ordering, scaling, locating and coding.

7. Demonstrate the ability to calculate interest in a variety of financial situations.

   Common Core: Use basic statistical concepts to draw conclusions from data.

8. Recognize and describe the importance of proper financial planning.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

9. Demonstrate the ability to distinguish relevant financial data for problem solving.

   Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

10. Demonstrate good work habits and sense of responsibility by accurately completing assignments.

    Common Core: Follow a schedule that accounts for both short- and long-term project accomplishment.

11. Demonstrate the ability to follow oral and written instructions in interpreting and preparing financial documents.

    Common Core: Understand spoken instructions and give spoken instructions to others.

12. Demonstrate the ability to use tables, graphs, charts and other business-related statistical information.

    Common Core: Organize data into tables, charts and graphs, and read and interpret data presented in these forms.

13. Demonstrate the ability to estimate and approximate answers to financial situations.

    Common Core: Make estimates and approximations, and judge the reasonableness of the results.

14. Use computer software to calculate and analyze financial information.

    Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

15. Recognize and appreciate the role of systematic planning in problem solving.

    Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

16. Demonstrate a recognition for completing assigned tasks on time and appreciate its relationship to success in life.

    Common Core: Experience the pride of accomplishment that results from hard work and persistence.

17. Demonstrate an ability to work cooperatively with peers in solving problems.

    Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking directions).

COURSE CONTENT:

I. Reviewing basic mathematical functions using whole numbers, fractions, decimals, and percents and working with them in practical business problems

II. Opening and maintaining a checking account including reconciliation of the bank statement

III. Calculating simple and compound interest as it relates to saving and borrowing

IV. Discussing the advantages and disadvantages of various savings options

V. Identifying various sources of credit available to consumers

VI. Figuring finance charges, APR (Annual Percentage Rate), total amount paid and maturity date on loans

VII. Filling out a loan application

VIII. Discussing the mathematical calculations used in various consumer contracts and business forms such as purchase orders, invoices, and requisitions

IX. Determining the pricing of goods and services including markup and discounts

X. Calculating gross pay, net pay, and various voluntary and involuntary payroll deductions

XI. Understanding the various payroll taxes imposed by city, state, and federal governments

XII. Preparing and understanding simple tax returns

XIII. Discussing the various types of business organizations and how they are managed and financed

XIV. Evaluating the advantages and disadvantages of various forms of investments

XV. Interpreting financial statements for a business

XVI. Determining the cost of various consumer goods and services

EVALUATION:

After completing Business Math, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Students will also demonstrate a working knowledge of economic and business principles and the mathematical functions related to them by:

A. solving practical business problems using mathematical functions and analytical and computational skills;

B. preparing various business forms, contracts, and financial statements accurately; and

C. interpreting and evaluating financial data to assist them in solving consumer problems and making consumer decisions.

TEACHER ACTIVITIES:

The daily classroom activities should consist of a variety of teaching methods striving for as realistic a business environment as possible.

Individual topics should be introduced using a combination of lecture, discussion, and illustrations. Illustrations should utilize various visual materials such as overhead transparencies, chalkboards, and videotapes. Various computer software should provide students with an opportunity for involved simulation experiences and reinforcement of topics covered.

Guest speakers and current newspaper and magazine articles should be incorporated as part of the instruction. Sources of instructional materials are listed at the end of this document.

STUDENT ACTIVITIES:

Classwork should be assigned on both an individual and small group basis allowing for student interaction.

For students to understand the terminology and computational skills needed to perform realistic application problems, integrated activities should be a crucial part of the instruction. Textbook and workbook application activities, printed worksheets, printed business forms and contracts, and business simulations should be a part of the integrated activities.

All students should have hands-on experience with computer software related to the topics covered.

Suggested student activities include:

A. completing end-of-chapter problems;

B. completing related workbook and worksheet exercises;

C. preparations of various business forms and reports, personal contracts, and government forms; and

D. completing selected computer software programs.

CAREER OPPORTUNITIES: This course does not prepare the student for any specific job, but the course content will assist individuals in a wide variety of career opportunities.

RESOURCES:

MAJOR TEXTS:

Alvey, George C. Essentials of Business Math. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Alvey, Rosenberg. Business Math/30. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1984.

Boisselle, Arthur, Donald Freeman, and Lyle Brenna. Business Mathematics Today. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Brooks, Lloyd D., David R. Peterson, Louise Petraglia, and Michael G. Curran, Jr. Business Mathematics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

Clayton, Dean. Mathematics of Money. Cincinnati: South-Western Publishing Company, 1991.

Gannon, Draggetti. Occupational Mathematics. Cincinnati: South-Western Publishing Company, 1986.

Gerver, Robert, and Richard J. Sgroi. Dollars and Sense. Cincinnati: South-Western Publishing Company, 1989.

Gossage, Loyce C. Mathematics Skill Builder. Cincinnati: South-Western Publishing Company, 1985.

Hyslop, Mathern. Help with Business Math. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Lange, Walter, Robert Mason, and Tenoleon Rousos. Business Mathematics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1986.

Newton, David E. Basic Occupational Mathematics. Portland, ME: J. Weston Walch.

Powell, Jeanette, and Barbara Hartley-Scott. Math Competencies for Everyday Living. Cincinnati: South-Western Publishing Company, 1990.

Rosenberg, R. Robert, Harry Lewis, and Roy Poe. Business Mathematics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1982.

Schultheis, Robert A., Raymond Kaczmarski, and Roswell E. Fairbank. Applied Business Mathematics. Cincinnati: South-Western Publishing Company, 1990.

Southam, James, and Cynthia L. Nahrgang. Vocational Mathematics. Cincinnati: South-Western Publishing Company, 1990.

Thompson, Linda, and Ross Lowe. Business Mathematics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

SIMULATIONS:

Gerver, Robert, and Richard J. Sgroi. Sound Foundations. Cincinnati: South-Western Publishing Company, 1987.

Kimbrell, Vineyard. Entering the World of Work. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Mason, Louis B. Challenges in Business Math. Portland, ME: J. Weston Walch.

Prescott, Muncaster. Learning Basic Math and Business Math Using the Calculator. Cincinnati: South-Western Publishing Company, 1991.

Sexton, Joseph E. The Rankin Company. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Wisdom, Cynthia, and John Wisdom. Ultra Video, Inc.. Cincinnati: South-Western Publishing Company, 1991.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

BUSINESS MATH

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	B
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	A
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	A
4.	Roles and Responsibilities	B

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	A
3.	Values, Standards and Tradition	A
4.	Historical and Ethnic Heritage	A

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	A
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	B
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	B
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	B
2.	Organize and Relate Ideas	A
3.	Sentences and Paragraphs	B
4.	Language Style and Format	B
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	B

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	A
6.	Verbal and Nonverbal Presentations	A
7.	Tables, Charts, and Graphs	B

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	B
3.	Ratios and Proportions	B
4.	Spatial Relationships	B
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	B
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	B
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	A
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	A
2.	Differences Among People	A
3.	Understanding Other Cultures	A
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	B
2.	U.S. History and Government	B
3.	Economics	A
4.	Political and Economic System	A
5.	Disciplines of History	B
6.	World Geography	D
7.	Critical Thinking	A
8.	Pluralistic Society	B
9.	Mutual Dependence	B

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	A

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	C

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	B
3.	Solving Problems	B
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	B

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COURSE: **MONEY MANAGEMENT**

LENGTH: Half Year or Full Year

GRADES: 9 - 12

CROSS CREDIT: Math

INTRODUCTION: As consumers, we are all involved with the complexities of the marketplace and the effect it has on our money, our spending, and our buying decisions. Our happiness, standard of living, and financial security depend on how well we manage our money and how wisely we make financial decisions. By making wise financial decisions, we derive maximum compensation from our limited resources.

Students must be informed and equipped with the skills needed to survive in the marketplace. They must have a knowledge of economic concepts, consumer skills, and thinking skills so as to be able to take control of their own financial planning and decision-making.

GOALS:

A. To provide students the opportunity to distinguish and understand the difference between wants, values, and needs and how they affect the decision-making process, the budgeting process, and financial decisions in general

B. To provide students the opportunity to understand the rights and responsibilities they have as borrowers, investors, taxpayers and consumers of various goods and services

C. To provide students the opportunity to understand and describe how our economic system functions

D. To provide students the opportunity to become aware of the extraordinary resources that exist to aid and assist consumers

STUDENT COMPETENCIES: Upon completion of Money Management, students should be able to:

1. Demonstrate an understanding of how values shape our short- and long-term goals and the decision-making process.

   Common Core: Recognize that values affect choices and conflicts.

2. Identify fixed expenses and variable expenses and be able to construct a personal budget.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

3. Construct a personal net worth statement listing what is owned, owed, and a person's net worth.

   Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

4. Recognize and understand the role of banks in our economic system.

   Common Core: Understand the basic concepts of economics.

5. Identify and explain the various services provided by financial institutions.

   Common Core: Understand the basic concepts of economics.

6. Maintain a checkbook and be able to reconcile a bank statement.

   Common Core: Evaluate and solve problems in mathematical terms.

7. Describe various types of loans and understand the terminology of each.

   Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

8. Recognize their consumer rights as stated in various laws.

   Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

9. Describe the basic concepts of credit and be able to interpret various credit forms.

   Common Core: Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.

10. Calculate finance charges and the annual percentage rate (APR) and be able to compare credit costs.

    Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

11. Explain the three Cs of credit: Character, Capacity, and Capital.

Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

12. Recognize the processes and procedures involved in making intelligent consumer purchases.

Common Core: Comprehend, develop, and use concepts and generalizations.

13. Explain terminology on labels and tags.

Common Core: Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.

14. Evaluate, compare, and examine the value of home ownership versus renting.

Common Core: Comprehend, develop, and use concepts and generalizations.

15. Explain the purpose and coverage of the following types of insurance: automobile, health, life, homeowner's, and renter's.

Common Core: Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.

16. Describe the variety of mortgages available.

Common Core: Comprehend, develop, and use concepts and generalizations.

17. Describe the function of securities in our free enterprise system.

Common Core: Understand the basic concepts of economics.

18. Explain and interpret the financial section of a newspaper.

Common Core: Understand the basic concepts of economics.

19. Demonstrate an understanding of the tax system utilized in our country.

Common Core: Draw reasonable conclusions from information found in various sources and defend his/her conclusions rationally.

20. Demonstrate the ability to explain and complete the following tax forms: W-2, W-4, 1040-EZ, 1040A, Schedule I, and 1040 with Schedules A/B.

Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

21. Recognize the need to continue acquiring additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core: Pursue lifelong learning.

22. Recognize and appreciate the role of systematic planning in problem-solving.

Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

23. Demonstrate a recognition for completing assigned tasks on time and appreciate its relationship to success in life.

Common Core: Experience the pride of accomplishment that results from hard work and persistence.

24. Demonstrate an ability to work cooperatively with peers in solving problems.

Common Core: Exhibit the interpersonal skills necessary for success in the workplace (such as working harmoniously as part of a team, and giving and taking directions).

25. Demonstrate the ability to use computer software to reinforce and apply concepts learned.

Common Core: Gather, analyze, synthesize, and evaluate information pertinent to the problem.

COURSE CONTENT:

I. Explaining the differences between wants, values, short-term goals, long-term goals and how they affect the decision-making process

II. Preparing a personal budget after explaining how net income and fixed and variable expenses are determined

III. Identifying and comparing the various banking services and procedures

IV. Establishing and maintaining a checking account and reconciling a bank statement

V. Distinguishing between the wise use of credit and misuse of credit

VI. Preparing loan applications and demonstrating how APR and finance charges are calculated

VII. Analyzing credit contracts to determine if one's rights are being protected

VIII. Discussing consumer protection laws

IX. Presenting the development and practice of intelligent shopping techniques

X. Describing the coverage provided by various types of insurance--auto, health, life and property

XI. Examining the variety of choices confronting a consumer when looking for housing

XII. Discussing what securities are: how they are traded and how they affect our lives

XIII. Explaining the role taxes play in our political and economic system

XIV. Preparing various tax forms and returns accurately

EVALUATION: After completing Money Management, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced course. Students will be evaluated on various projects and reports as well as quizzes and tests. They will also demonstrate a working knowledge of:

A. our economic system and how it functions and affects the consumer;

B. their rights and responsibilities as consumers of goods and services, investors, borrowers, and taxpayers; and

C. the terminology needed to be effective consumers.

TEACHER ACTIVITIES: Due to the nature of this course, instructional materials such as newspaper and magazine articles should be updated frequently and incorporated into daily classroom activities so as to keep abreast of changing laws and procedures.

Individual topics should be introduced using a combination of lecture, discussion, and visual materials such as overhead transparencies, chalkboard, and videos. A textbook and workbook along with published materials such as teacher-prepared worksheets and published worksheets, filmstrips, and guest speakers should also be incorporated into the instructional methods.

STUDENT ACTIVITIES: Classwork should be assigned on both an individual and small-group basis allowing for student interaction.

For students to understand the terminology used and to perform realistic application problems,integrated activities should be a part of the instruction. Textbook and workbook application activities, printed worksheets, student projects and simulations should be included as part of these integrated activities.

All students should have hands-on experience with computer software related to the topics covered.

Suggested student activities include:

A. completing end-of-chapter problems;

B. completing related workbook exercises;

C. performing various consumer tasks;

D. completing selected computer software programs; and

E. completing selected simulations manually and/or on computers.

CAREER OPPORTUNITIES: This course does not prepare the student for any specific job, but the course content will assist individuals in a wide variety of career opportunities.

RESOURCES:

MAJOR TEXTS:

Norton, John, and Ronald Rezny. Economics for Consumers. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

Ryan, Joan S. Managing Your Personal Finances. Cincinnati: South-Western Publishing Company, 1990.

PAMPHLETS/WORKBOOKS:

Block, H & R. Income Tax Practice Set. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1987.

Churchill, Linda R. Understanding Our Economy. Portland, ME: J. Weston Walch.

Consumer Guide to Insurance: High School Student's Book of Activities. Allstate Insurance Company, 1981.

Credit History: The Little Family. C. W. Publications, 1985.

Economics for Consumers. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

The Facts. Monthly Projects. C. W. Publications.

Financial Cookbook: A Consumer's Guide. Cincinnati: South-Western Publishing Company, 1986.

Insurance for the Home. Insurance Information Institute.

Malecka, Janina. Avoiding Financial Pitfalls. Portland, ME: J. Weston Walch.

Managing Your Credit. Money Management Library, Money Management Institute.

Newton, David E. Consumer Math Success Kit. Portland, ME: J. Weston Walch.

Policies for Protection, How Life Insurance and Health Insurance Work. Institute for Life Insurance.

Taking Stock in the Future. New York Stock Exchange: 1985.

Understanding Taxes. U.S. Government.

Understanding Your Insurance. Connecticut Insurance Consumer Information Center.

You and the Investment World. New York Stock Exchange.

Your Clothing Dollar. Money Management Library, Money Management Institute.

Your Food Dollar. Money Management Library, Money Management Institute.

Your Furnishing Dollar. Money Management Library, Money Management Institute.

Your Housing Dollar. Money Management Library, Money Management Institute.

Your Recreation Dollar. Money Management Library, Money Management Institute.

Your Shopping Dollar. Money Management Library, Money Management Institute.

FILMSTRIPS:

Consumer Decisions in Housing. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Credit--Handle With Care. Money Management Institute.

Making a Major Purchase. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Marriage and Money. Institute of Life Insurance.

Social Security: Where It's At. U.S. Department of Health, Education and Welfare.

SIMULATIONS:

A Personal Recordkeeping Practice Set: The Linden Family. Third Edition. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1988.

How to Do Your Banking. Kalo Communications, Inc., 1988.

Security First Bank: A Banking Customer Simulation. Third Edition. Cincinnati: South-Western Publishing Company, 1982.

COMPUTER SIMULATIONS:

Financial Cookbook: A Consumer's Guide. Cincinnati: South-Western Publishing Company, 1986.

Personal Finance Trivia Challenge. C.W. Publications, 1985.

Personal Investing Simulation. C.W. Publications, 1983.

Shopping Smart. C.W. Publications, 1986.

Survival Finances: A Personal Money Management Simulation. Portland, ME: J. Weston Walch.

Three-In-One. (Making Payments-Charge It, Save It); C.W. Publications, 1985.

Understanding Insurance. C.W. Publications, 1985.

White, Ralph G. Wall Street-On-Line. Portland, ME: J. Weston Walch.

Wiles, James A. Venture: The Stock Exchange. Portland, ME: J. Weston Walch.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

MONEY MANAGEMENT

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	A
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	B
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	B
4.	Roles and Responsibilities	D

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	C
3.	Values, Standards and Tradition	C
4.	Historical and Ethnic Heritage	C

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	B
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	C
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	C
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	C
2.	Organize and Relate Ideas	C
3.	Sentences and Paragraphs	B
4.	Language Style and Format	C
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	C

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	B
5.	Comprehend Ideas	C
6.	Verbal and Nonverbal Presentations	B
7.	Tables, Charts, and Graphs	C

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	D
3.	Ratios and Proportions	A
4.	Spatial Relationships	D
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	A
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	A
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	A
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	B
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	C
2.	Differences Among People	C
3.	Understanding Other Cultures	D
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	D
2.	U.S. History and Government	D
3.	Economics	B
4.	Political and Economic System	D
5.	Disciplines of History	C
6.	World Geography	D
7.	Critical Thinking	D
8.	Pluralistic Society	D
9.	Mutual Dependence	D

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	D
7.	Reading as a Lifelong Pursuit	C

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	B

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	B

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	D
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	C

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SOCIAL BUSINESS

BUSINESS CONCEPTS AND CAREERS

BUSINESS ECONOMICS

BUSINESS LAW

BUSINESS MANAGEMENT

ENTREPRENEURSHIP

COMMITTEE MEMBERS:

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COURSE: **BUSINESS CONCEPTS AND CAREERS**

LENGTH: Half Year or Full Year

GRADES: 9 - 10

CROSS CREDIT: Social Studies

INTRODUCTION: Business Concepts and Careers is a broad-based introductory course designed to give the student exploratory experiences dealing with career opportunities and the world of work. The emphasis is on improving economic citizenship through the study of the business and the economic environment in which we live and work. This course can be used to preview other business courses, as well as provide pre-vocational activities that give students the opportunity to make intelligent career-preparation decisions and have effective consumer involvement.

GOALS:

A. Promote a full range of course offerings to meet student vocational and general academic interests

B. Develop an understanding of the workplace by bridging the gap between school and the business world

C. Give students a general vocational orientation and a desire to acquire marketable skills

D. Develop an appreciation of the role of the individual in an interdependent economic world

STUDENT COMPETENCIES: Upon completion of Business Concepts and Careers, students should be able to:

1. Demonstrate an understanding of our economic system and how it is influenced by innovation and technology.

   Common Core: Understand the basic concepts of economics.

2. Demonstrate an understanding of how businesses are organized, motivated, and have an ongoing need for well-trained workers.

   Common Core: Comprehend, develop and use concepts and generalizations.

3. Develop an appreciation of the need for a thoughtful career choice and how to find and apply for a job and meet entry-level skill requirements.

   Common Core: Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

4. Understand consumer rights and responsibilities.

   Common Core: Understand personal economics and its relationship to skills required for employment, promotion and financial independence.

5. Develop an understanding of how individuals and families can efficiently budget and manage money.

   Common Core: Appreciate the roles and responsibilities of parents, children and families.

6. Develop an appreciation of the function of banks and understand the intelligent use of services and the importance of regular savings.

   Common Core: Examine and assess the values, standards and traditions of the community.

7. Learn how to write checks and how to manage and reconcile a checking account.

   Common Core: Add, subtract, multiply and divide using whole numbers, decimals, fractions, and integers.

8. Learn how businesses administer credit and how consumers should use it wisely.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

9. Learn the importance of insurance.

   Common Core: Understand the basic concepts of probabilities and statistics.

10. Become computer literate and develop competence in menu-driven computer exercises, problems and simulations.

    Common Core: Formulate and solve problems in mathematical terms.

11. Learn how to budget and plan for a vacation and other leisure-time activities.

Common Core:	Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

12. Learn the concepts and rules governing alphabetic filing, storing and information retrieval.

Common Core:	Locate and use a variety of sources of information including print and nonprint materials, computers and other technologies, interviews and direct observations.

13. Experience contact with the world of work.

Common Core:	Exhibit the interpersonal skills necessary for success in the workplace.

COURSE CONTENT:

I. The economic system (Macroeconomics)

  A. Satisfying needs and wants
  B. The American private enterprise economic system
  C. Measuring economic progress

II. The economic role of business (Microeconomics)

  A. Nature and motivation of business
  B. Organization of business
  C. World trade and economic interdependence

III. Computer in the workplace

  A. Process business information
  B. Identify and use various computer applications
  C. Impact of computers in the workplace

IV. Computer at home

V. Challenge of computers

  A. Advantages/disadvantages of computers in the workplace
  B. Need for computer literacy and skills

C. Impact of computers on the individual
D. Future use of computer technology

VI. Role of worker in business

A. Obligations and responsibilities of employees
B. Career planning and information
C. Entering the world of work

VII. Role of consumer in the economy

A. Informed consumer
B. Planning and shopping wisely
C. Consumer rights and responsibilities

VIII. Banking and financial services

A. Business of banking and financial services
B. Writing checks and making deposits
C. Reconciling bank statements and returned checks
D. Other ways of making payments

IX. Budgeting and managing money

A. Managing personal finances
B. Managing household finances
C. Changing value of money

X. Using credit wisely

A. Nature and use of credit
B. Cost of credit
C. Credit records and regulations

XI. Savings and investments

A. Building a savings program
B. Using a savings account
C. Investing in stocks, bonds, and alternatives
D. Real estate purchase/renting

XII. Insurance

  A. Nature, terminology and workings of insurance
  B. Insuring automobiles
  C. Life insurance
  D. Health insurance
  E. Property insurance
  F. Income insurance

XIII. Government and labor in the economy

  A. Government's role and activities
  B. Taxation and government services
  C. Labor and business

XIV. Alphabetic indexing rules and procedures

XV. Maintaining, retrieving and retention of records

XVI. Travel and leisure-time activities

  A. Budgeting
  B. Destination, methods of travel and itinerary
  C. Reading maps, schedules and computing mileage

XVII. Entrepreneurship

EVALUATION: After completing the Business Concepts and Careers course, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course.

TEACHER ACTIVITIES: The teacher should stimulate interest for other business courses by making this both an activity-related course and one which establishes a conceptual framework of the business world. Once students gain an understanding of business operations, they can use case studies, inter-active videos, current events, communication skills, cooperative learning in group exercises, speakers, job-shadowing, role-playing, project simulations and a wide variety of teacher-created or publisher-prepared material.

STUDENT ACTIVITIES: Reading required assignments and completing activities including those that build factual understandings and critical-thinking skills are used. Active participation in cooperative group work and individual assignments should cover a variety of presentations including oral, computer printouts, written and visual presentations.

CAREER OPPORTUNITIES: A wide variety of career-ladder and job entry-level preparation should be explored with research, case studies, shadowing and speakers running the gamut from workers to human relations counselors. The methods used should be related to student interest at a level they can understand.

RESOURCES: A textbook and/or workbook is one approach, but there are many simulations, specialized computer activities, newspapers and periodicals which can be used to supplement the basics. The course materials should be up to date, relevant and unit-oriented in order to develop highly motivated students.

TEXTBOOKS

Brown, Betty, and John Clow. Our Business and Economic World. Westerville, OH: Glencoe/McGraw-Hill, 1987.

Daggett, Willard, and James E. Miles. The Dynamics of Work, Second Edition. Cincinnati: South-Western Publishing Co., 1991.

Daughtrey, Anne S., Robert Ristau, and Steven A. Eggland. Introduction to Business: The Economy and You, Second Edition. Cincinnati: South-Western Publishing Co., 1991.

Graf, David K., Olive D. Church, and Thomas Duff. Business in an Information Economy. Westerville, OH: Glencoe/McGraw-Hill, 1990.

Ryan, Joan S. Personal Business Management, Second Edition. Cincinnati: South-Western Publishing Co., 1991.

Weatherwax, Robert, and Jo Ann Weatherwax. Business Analysis with Computer Applications. Cincinnati: South-Western Publishing Co., 1991.

SOFTWARE

Boyer, Golda, and Marie P. Weeks. Mean Jeans Mfg. Co.: A Business Community Simulation, 2nd Edition. Cincinnati: South-Western Publishing Co., 1991.

Caldwell, Edward J. Music Gallery, 9th Edition. Cincinnati: South-Western Publishing Co., 1991.

Coleman, Larry, and Dean Clayton. Personal and Family Financial Management. Westerville, OH: Glencoe/McGraw-Hill, 1987.

Ely, Vivien King, Robert G. Burns, and Debbi L. Popo. Entrepreneurship. Westerville, OH: Glencoe/McGraw-Hill, 1990.

Roman, John A., and Robert E. Finch. Family Financial Management. Cincinnati: South-Western Publishing Co., 1990.

Sargent, Patsy, and Mary F. Ward. Security First Bank: A Banking Customer Simulation. Cincinnati: South-Western Publishing Co., 1992.

COURSE:	**BUSINESS ECONOMICS**
LENGTH:	Half Year
GRADES:	9 - 12
CROSS CREDIT:	Social Studies

INTRODUCTION: Economics is the study of limited resources trying to satisfy unlimited wants. It is a way of thinking about a set of monetary variables using a set of analytical tools. This approach helps students not only gain an understanding of how the economy operates but also how to apply such analysis to solving basic economic problems.

Americans are increasingly being drawn into the battle of economic decision-making. They can no longer remain a passive, uninformed group. In today's dynamic, interdependent world, knowledgeable, interactive people play a number of roles as citizens, consumers, producers, creditors, debtors, and interpreters. This is no longer the world of uncontrollable economic forces. The American public is uninitiated in economic analysis and, yet, is asked to play decisive roles as voting and working consumers. Therefore, the study of economics is vital, not in just providing an educated citizenry, but also in making them effective players.

Economics remains a social science with all the limitations of explaining human behaviors in a complex interdependent world of conflicting goals and motivations. The fact that economics even attempts to explain and predict such a world, is a valuable educational tool worthy of students' involvement.

GOALS:

A. To raise the level of economic literacy and understandings for all students

B. To use economic tools of analysis to further student competencies

C. To promote an appreciation of the creation of resources and their application on a world-wide interdependent stage

D. To further the students' understanding of the evolutionary nature of the economy from agrarian to industrial to service to informational as needs and technology accelerate change

E. To promote an understanding of market economics under different political systems

F. To develop a feeling for economic cause and effect in explaining trends, cycles and forecasting the future

G. To relate economics to the reality of social science problem-solving in a complex world

STUDENT COMPETENCIES: Upon completion of Business Economics, students should be able to:

1. Understand the problem of scarcity, with the solution involving weighing pertinent opportunity costs.

   Common Core: Recognize that values affect choices and conflicts.

2. Participate in discussions which expand the mastery of economic concepts and apply to practical situations.

   Common Core: Demonstrate a questioning attitude, open-mindedness and curiosity.

   Participate actively in group decisions.

3. Prepare and submit reports, participate in panel discussions or informed debates on economic cases and problems, and look at and summarize audiovisual aids.

   Common Core: Experience the pride of accomplishment that results from hard work and persistence.

4. Explain the importance of the individual citizen consumer/producer in the American economic system.

   Common Core: Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.

5. Use economic analysis in descriptive and graphic form to explain phenomena and to predict trends.

   Common Core: Use basic statistical concepts to draw conclusions from data.

6. Apply sound economic reasoning to current problems from newspaper and magazine readings.

   Common Core: Set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading.

7. Understand and apply economic vocabulary terms.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

8. Show an appreciation for microeconomic versus macroeconomic analysis.

   Common Core: Understand the basic concepts of economics.

9. Demonstrate an ability to appraise, interpret and describe economic theories and systems.

   Common Core: Apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future.

10. Show the cause and effect of economic events in an interdependent world.

    Common Core: Develop a sense of belonging to a group larger than friends, family and co-workers.

11. Realize that economic problems such as trade imbalances, inflation, depression, unemployment, poverty, hunger, underdevelopment and pollution are relative difficulties that can be ameliorated.

    Common Core: Understand the basic concepts of economics.

12. Draw from community, state and national resources to gain a full appreciation of economic concerns.

    Common Core: Examine and assess the values, standards, and traditions of the community.

COURSE CONTENT:

I. Economic systems

   A. Definition and relevancy of economic concepts
   B. Evolution of economic systems
   C. Conflicting economic systems in operation

II. Economic concepts

   A. Scarcity in terms of needs and wants
   B. Opportunity costs and trade-offs
   C. Productivity
   D. Economic systems answering economic questions
   E. Economic institutions and incentives
   F. Money exchange

III. Microeconomics

   A. Markets and prices
   B. Supply and demand
   C. Competition and market structure
   D. Economic distribution
   E. Role of government

IV. Macroeconomics

   A. Gross national product
      1. Aggressive supply
      2. Aggressive demand
      3. Unemployment
      4. Inflation/deflation
      5. Monetary policy
      6. Fiscal policy

   B. International economic concepts
      1. Absolute/comparative advantage/barriers to trends
      2. Balance of payments/exchange rates
      3. International interdependence

   C. Concepts and methods of analysis table
      1. Charts/graphs
      2. Ratios/percentage/percentage changes and indexes
      3. Index numbers

    4. Real vs. nominal numbers
    5. Averages
    6. Economic performance and policy discussions

V. Broad social goals and issues

  A. Economic freedom
  B. Economic efficiency
  C. Economic equity
  D. Economic security
  E. Full employment
  F. Price stability
  G. Economic growth
  H. Trade-offs and conflicts among goals
  I. Economic analysis and understandings to specific issues
  J. Problem-solving
  K. Economics as a social science to explain a wide variety of phenomena

VI. Supplementary topics

  A. Politics and economics
  B. Federal Reserve System
  C. Stock and bond markets
  D. International trade
  E. Multi-national companies
  F. Money and credit
  G. Comparative economic systems
  H. Government budgets and debts

EVALUATION: After completing Business Economics, students shall achieve at least a 60 (minimum school passing grade) percent proficiency level on a criterion-referenced instrument based on the contents of this course. Research topics on current issues and classical concepts can be combined with problem-solving case studies to make the course relevant.

TEACHER ACTIVITIES: Field trips, guest speakers, and current articles and videos help to bring the world into the classroom. Activities such as cooperative student presentations help to augment the traditional lecture/discussion approach.

STUDENT ACTIVITIES: Reading, analyzing, and drawing conclusions based on cause and effect relationships should be stressed so that students master concepts through applications. Writing critical evaluations of economic problems is the key to students' coming to grips with economic realities.

CAREER OPPORTUNITIES: Although Business Economics does not prepare the student for any specific job directly from high school, a knowledge of it is essential for success in any field of business, government, service, or not-for-profit organizations.

RESOURCES:

The Connecticut Joint Council on Economic Education has vast resources appropriate for the classroom.

TEXTBOOKS:

Brown, Kenneth W., and Allen R. Warner. Economics of Our Free Enterprise System. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1982.

Day, Harlan, and David Dieterle. Economic Experiences. Cincinnati: South-Western Publishing Company, 1990.

Lewis, W. Cris, Peter R. Senn, and William J. Stepien. The World of Economics. Cincinnati: South-Western Publishing Company, 1988.

Miller, Roger LeRoy. Scribner Economics. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Olsen, Arthur R., and Thomas J. Hailstones. Economics--Principles and Applications. Cincinnati: South-Western Publishing Company, 1985.

Peterson, H. Craig, and W. Chris Lewis. Economics: The Free Enterprise System. Cincinnati: South-Western Publishing Company, 1988.

Stafford, Allen, and Sanford Gordon. Basic Economic Principles. Westerville, OH: Glencoe/McGraw-Hill Publishing Company.

Wilson, J. Holton, and Jeff R. Clark. Economics: The Science of Cost Benefit and Choice. Cincinnati: South-Western Publishing Company, 1988.

SOFTWARE:

"Economics U.S.A." Video tape series--Joint Council on Economic Education.

"Income/Outcome." Joint Council on Economic Education.

Shatz, Dean, and Rick Chaney. "Whose Debt Is It?" Cincinnati: South-Western Publishing Company, 1991.

"The Stock Market Game." Joint Council on Economic Education.

"Wall Street Week." Public TV Series.

PERIODICALS AND NEWSPAPERS:

Business Week, Newsweek, New York Times, Time, Wall Street Journal,

Local newspapers

Federal Reserve Branch Bank periodicals

COURSE: **BUSINESS LAW**

LENGTH: Half Year or Full Year

GRADES: 10 - 12

CROSS CREDIT: Social Studies

INTRODUCTION: There is a need in our complex society for all people to have some knowledge of the law in relation to business to function effectively as consumers, citizens and employee/employer. Emphasis is not only placed upon principles and rules but also upon the purpose and logic of the law. In addition to the Uniform Commercial Code, business law students are introduced to the study of the American legal system, civil law and the rights and responsibilities of young people in the business world.

GOALS:

A. To assist students in developing a respect for both the law as it affects their personal and business pursuits and for those responsible for carrying out the law

B. To provide students with a fundamental understanding of our legal system and the courts which administer its principles

C. To provide students with a knowledge of the chief laws that govern their personal and business affairs

D. To provide students with the opportunity to identify legal issues, weigh facts and formulate decisions through problem-solving activities

E. To provide students with an opportunity to examine, critically and constructively, laws and legal institutions

F. To identify areas in the legal field for further career exploration by students

G. To assist students in recognizing when professional help is needed

H. To assist students in understanding that law is the facilitator of business activities

STUDENT COMPETENCIES: Upon completion of Business Law, the student should be able to:

1. Identify, interpret, and apply general legal principles and concepts to specific business and personal situations.

   Common Core: Demonstrate a questioning attitude, open-mindedness and curiosity.

   Examine and assess the values, standards and traditions of the community.

2. Identify the four primary sources of law under the American legal system.

   Common Core: Recognize the events, trends and beliefs that have shaped the history of Connecticut and of the United States.

3. Realize the significance of business law in their personal lives.

   Common Core: Appreciate the mutual dependence of all people in the world.

   Understand the duties, responsibilities and rights of United States citizenship.

4. Know that there is an orderly process for changing laws and that there is a legitimate process for seeking redress when their rights have been violated.

   Common Core: Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.

   Initiate actions and assume responsibility for the consequences of those actions.

5. Identify and understand the laws which affect them as residents of the State of Connecticut.

   Common Core: Examine and assess the standards of the community.

   Recognize and analyze trends and beliefs that have shaped the culture and history of Connecticut.

6. Compare and contrast the various types of business ownership.

   Common Core: Analyze, synthesize and evaluate information pertinent to the problem.

7. Demonstrate the ability to think clearly, logically, accurately, and concisely by pinpointing rules of law in actual case studies.

Common Core:	Draw reasonable conclusions from information found, and defend his/her conclusions rationally.
	Comprehend, develop and use concepts and generalizations.
	Use critical and creative thinking skills to respond to unanticipated situations.

8. Demonstrate a knowledge of law as it applies to the consumer and the remedies available under the various federal and state consumer protection laws.

Common Core:	Understand the duties, responsibilities, and rights of citizenship.

9. Identify contracts as either valid, void, or voidable and identify the various methods by which a contract is discharged or terminated.

Common Core:	Comprehend and use concepts and generalizations.
	Analyze and evaluate information pertinent to the problem.

10. Classify bailments and state the legal characteristics of each type including the standard of care required for each.

Common Core:	Comprehend and use concepts and generalizations.
	Analyze and evaluate information pertinent to the problem.

11. Differentiate between real property and personal property and illustrate the acquisition of, and limitations to, each type of ownership.

Common Core:	Comprehend and use concepts and generalizations.
	Analyze and evaluate information pertinent to the problem.

12. Describe the legal characteristics of the lessor and lessee relationship and the rights and duties of each party.

Common Core:	Demonstrate a knowledge of the duties, responsibilities and rights of United States citizenship.

13. State the requirements of a valid will in the State of Connecticut and know the importance of such a legal document and the consequences of not having one.

Common Core:	Demonstrate a knowledge of the duties, responsibilities and rights of United States citizenship.
	Identify cause and effect relationships.

14. Demonstrate an understanding of negotiable instruments, the various forms of legal endorsement, and the types of checks that are in use today.

Common Core:	Appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic concerns.

15. Compare and describe the various basic types of insurance that are available to individuals.

Common Core:	Apply major concepts drawn from the law to hypothetical and real situations.
	Analyze and evaluate information pertinent to the problem.

16. Identify some of the vocational opportunities available to students within the legal professions.

Common Core:	Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes.
	Identify, continue or pursue the education and training necessary for his/her chosen career/vocation.

17. Demonstrate an ability to work cooperatively with peers in solving case problems.

Common Core:	Participate actively in reaching group decisions.
	Develop a sensitivity to and an understanding of, the needs, opinions, concerns and customs of others.
	Engage critically and constructively in an oral exchange of ideas.

18. Recognize the need to continue to acquire additional knowledge and skills for personal growth and development and its relationship to lifelong learning.

Common Core:	Pursue lifelong learning.

COURSE CONTENT:

I. Understanding the law

- A. The nature of law
- B. Classification of the law
- C. The legal system of the United States
- D. The legal system of the State of Connecticut
    - 1. The Connecticut Juvenile System
    - 2. The Judicial District Court (Part A)
    - 3. The Geographical Area Court (Part B)
- E. Individual rights and responsibilities

II. Criminal law

- A. Classes of crimes
- B. Crimes against persons
- C. Crimes against property

III. Civil law

- A. The nature of torts
- B. Intentional torts
- C. Unintentional torts
- D. Strict liability

IV. Rights and responsibilities of young people

- A. Young people and the family
    - 1. Rights and duties of minors
    - 2. Rights and duties of parents
- B. Minors and contracts
- C. Minors and school
- D. Minors and driving
- E. Minors and work

V. Consumer law

- A. Consumer responsibilities and rights under federal regulations and agencies
- B. Consumer responsibilities and rights under the State of Connecticut regulations and agencies
- C. Redress for the consumer

- D. The use of credit
    1. Types of credit
    2. The cost of credit
    3. Rights and duties of parties
    4. Secured transactions

VI. Contract law

- A. Elements of a contract
- B. Form of contract
- C. Illegal contracts
- D. Transfer and discharge of contracts
- E. Breach of contract and remedies available
- F. Assignment of contract rights

VII. Purchase and sale of goods

- A. Nature and formation of the sales contract
- B. Title and risk of loss
- C. Warranties and product liabilities
    1. Implied warranties
    2. Express warranties
- D. Performance of contract and remedies for breach

VIII. Personal property and bailments

- A. Nature of personal property
    1. Acquisition
    2. Types of ownership
- B. Types of bailments
- C. Extraordinary bailments

IX. Real property

- A. Nature of real property
- B. Buying, acquiring and owning real property
- C. The landlord and tenant relationship

X. Wills and estate planning

- A. Dying intestate in the State of Connecticut
- B. Requirements for a valid will in the State of Connecticut
- C. Estate planning

XI. Commercial paper

  A. Types of instruments
  B. Elements of negotiability
  C. Transfer and discharge of commercial paper

XII. Agency and employment

  A. The employee-employer relationship
    1. Rights and duties of the employer
    2. Rights and duties of the employee
  B. The principal-agent relationship and third party rights

XIII. Protecting against Loss

  A. Property and casualty insurance
  B. Automobile insurance
  C. Personal (life) insurance
  D. Life insurance

XIV. Current topics of special interest

  A. Women and the law
  B. Gun laws
  C. Capital punishment
  D. The future of law
  E. Changing federal and state laws
  F. U.S. Supreme Court decisions
  G. Substance abuse laws
  H. Discrimination--sex, age, handicapped (state and local laws)

EVALUATION: Student achievement may be evaluated through the use of objective and subjective tests, case-study analysis, oral and written reports and performance tasks (i.e. role-playing, case studies, mock trials). Evaluative methods used should cover all stated competencies and students will demonstrate acquisition of these competencies by achieving a grade of at least 60 (minimum school passing grade) percent proficiency on a criterion-referenced instrument.

TEACHER ACTIVITIES: The teacher should employ an assortment of teaching methods and activities such as:

A. lecture;
B. discussions of current legal issues and cases;
C. guest speakers such as area lawyers, insurance agents, real estate brokers, judges, police officers, probation officers, court reporters and paralegals;
D. assisting students in analyzing actual case problems;
E. field trips to the court, area prisons, and local police stations;
F. assisting students in preparing their own wills;
F. role playing a particular case;
G. conducting a mock trial;
H. presenting copies of legal documents for students to examine;
I. encouraging students to bring in newspaper and magazine articles related to law; and
J. participating in the Connecticut Consortium for Law-Related Education.

STUDENT ACTIVITIES: Suggested activities for students are:

A. acquiring legal knowledge;
B. listening to the instructor and taking notes when appropriate;
C. developing a law notebook;
D. preparing reports for class;
E. discussing current legal issues;
F. participating in a mock trial;
G. role-playing various cases;
H. analyzing case problems;
I. examining various legal documents;
J. preparing a simple will;
K. researching various legal careers;
L. participating in classroom discussion;
M. using appropriate reference material;
N. visiting a law office, court room, police station; and
O. interviewing a legal professional/paraprofessional or legal secretary.

CAREER OPPORTUNITIES: A. Entry Level--High School

1. Legal Secretary
2. Court Clerk
3. Title Searcher/Examiner
4. Police Officer
5. Probation Officer
6. Real Estate Agent

B. Entry Level--Post-Secondary School
   1. Court Reporter
   2. Paralegal

RESOURCES:

MAJOR TEXTS:

Goldman, Arnold,and William Sigismond. Business Law Principles and Practices. Boston: Houghton Mifflin Publishing Company, 1988.

Mietus, Norbert J., John E. Adamson, and McKee Fisk. Applied Business Law. Cincinnati: South-Western Publishing Company, 1988.

Mietus, Norbert J., John E. Adamson, and McKee Fisk. Applied Business Law Workbook. Cincinnati: South-Western Publishing Company, 1988.

OTHER RESOURCES:

Arbetman, Lee P., O'Brien, and McMahon. Street Law, A Course in Practical Law. St. Paul: West Publishing Company, 1990.

Back in the Driver's Seat: Connecticut's Lemon Law and Automobile Dispute Settlement Program. State of Connecticut Department of Consumer Protection.

Bill of Rights in Action. Rocky Hill, CT: Connecticut Bar Association, 1987.

Black, H. C. Black's Law Dictionary. St. Paul: West Publishing Company.

Bollier, David. Crusaders & Criminals, Victims & Visionaries. Historic encounters between Connecticut citizens and the United States Supreme Court, Office of the Attorney General and the Connecticut Department of Education, Hartford, CT, 1986.

Cohen, Morris L. Legal Research in a Nutshell. St. Paul: West Publishing Company, 1985.

Connecticut Court Visitation Program Manual. Connecticut State Department of Education, The Consortium for Law-Related Education, Hartford, CT.

Connecticut General Statutes

Consumer's Guide to Life Insurance. American Council of Life Insurance, Washington, DC

Consumer's Guide to Postal Crime Prevention. U.S. Postal Inspection Service, Washington, DC, 1983.

Consumer Handbook to Credit Protection Laws. Board of Governors of the Federal Reserve System, Washington, DC, 1983.

Crime Victims Bill of Rights. State of Connecticut Criminal Injuries Compensation Board, Hartford, CT.

Drug Question, The Constitution and Public Policy. Constitutional Rights Foundation, Los Angeles, CA, 1990.

Dobbyn, John F. Insurance Law in a Nutshell. St. Paul: West Publishing Company, 1981.

Guide to American Law. St. Paul: West Publishing Company, 1989.

Guide to Law-Related Education in Connecticut. Connecticut State Department of Education and the Connecticut Consortium for Law-Related Education, Hartford, CT, 1985.

Justice, Law in a Free Society. Level VI, Center for Civic Education, Calabasas, CA, 1990.

Mason, Louis D. Supplementary Cases in Everyday Law. Cincinnati: South-Western Publishing Company, 1991.

Responsibility, Law in a Free Society. Center for Civic Education, Calabasas, CA, 1990.

Rosen, Lynch. HIAA's The Business of Insurance. Insurance Education Department of the Health Insurance Association of America, 1987.

Stone, Bradford. Uniform Commercial Code in a Nutshell. St. Paul: West Publishing Company, 1981.

Street Law, A Course in Practical Law -- Connecticut Supplement. St. Paul: West Publishing Company, 1989.

Talking Back: A "How-To" Guide for Connecticut Consumers. Connecticut Department of Consumer Protection, Hartford, CT, 1985.

Teens, Crime and the Community. National Institute for Citizen Education in the Law, The National Crime Prevention Council, 1988.

We the People. Secondary Level. Center for Civic Education, Calabasas, CA, 1988.

Weber, Charles M., and Richard E. Speidel. Commercial Paper in a Nutshell. St. Paul: West Publishing Company, 1982.

The Connecticut Consortium for Law Related Education maintains a resource center for Connecticut teachers. In addition to texts, there is also a selection of video tapes available. Several times a year the consortium holds a workshop for students allowing them to interact with professionals. For further information contact Denise Wright Merrill, Coordinator, Law-Related Education Program, State Department of Education, 25 Industrial Park Road, Middletown, CT 1-203-638-4217.

The Connecticut Bar Association Young Lawyers Guide.
Local Court (Visitation).

COURSE: **BUSINESS MANAGEMENT**

LENGTH: Half Year or Full Year

GRADES: 10 - 12

CROSS CREDIT: Social Studies

INTRODUCTION: This course is intended to serve all students and should be of particular interest to the college-bound student who plans on majoring in Business Administration. Students will receive an introduction to management concepts, theory, and practice. Opportunities are provided for active student involvement in applying theory to practice. This course provides substantive treatment of contemporary trends, issues, practices in management; e.g., Management by Objectives (MBO) and Management Information Systems (MIS), the impact of government regulation, business ethics, social responsibility, and international management. Special emphasis will be placed on improving communication and decision-making skills.

GOALS:

A. An understanding of, and the ability to use, the terminology of management

B. A knowledge of the management functions of planning, organizing, directing, controlling, and communicating

C. An understanding of the organizational structure of business as it functions within the Free Enterprise System

D. An appreciation of the role of management as it relates to our economic system with special emphasis on developing good communication and decision-making skills

STUDENT COMPETENCIES: Upon completion of Business Management, the student should be able to:

1. Describe the manager's job from the standpoint of functions, roles, and skills.

   Common Core: Demonstrate attitudes and habits and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

2. Identify and discuss the potential managerial career opportunities.

Common Core: Identify, continue, or pursue the education and training necessary for his/her chosen career/vocation.

3. Describe the schools of management theory.

   Common Core: Comprehend, develop and use concepts and generalizations.

4. Define goals and specify steps in the goal-setting process.

   Common Core: Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

5. Describe the nature, purpose, and use of Management by Objectives (MBO).

   Common Core: Assume the responsibility for identifying his/her needs and setting reasonable goals.

6. Discuss the nature of planning, its purpose, and where the responsibility for planning lies within the organization.

   Common Core: Comprehend, develop and use concepts and generalizations.

7. Describe the nature of strategic planning.

   Common Core: Comprehend, develop and use concepts and generalizations.

8. Describe the decision-making process.

   Common Core: Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results.

   Use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

   Identify and formulate problems.

9. Discuss the nature of organizing, describe the organizing process and identify key components and concepts involved.

   Common Core: Comprehend, develop and use concepts and generalizations.

10. Define and discuss corporate culture.

Common Core: Examine and assess the values, standards and traditions of the community.

11. Discuss the nature of staffing.

Common Core: Comprehend, develop and use concepts and generalizations.

12. Describe the communication process and importance of behavioral communication processes.

Common Core: Understand spoken instructions and give spoken instructions to others.

Comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels.

13. Discuss interpersonal communication of a verbal (oral and written) and a nonverbal nature.

Common Core: Participate actively in reaching group decisions.

Engage critically and constructively in an oral exchange of ideas.

14. Describe managerial communication, such as MIS.

Common Core: Exhibit the interpersonal skills necessary for success in the work place.

15. Define leadership.

Common Core: Comprehend, develop, and use concepts and generalizations.

Demonstrate independence of thought necessary for leadership and creativity.

16. Discuss the nature of human motivation and explain the basic motivational process.

Common Core: Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.

Act through a desire to succeed rather than a fear of failure, while recognizing that failure is a part of everyone's experience.

17. Identify several kinds of rewards and indicate how reward systems can be effective in motivation.

Common Core:	Appreciate his/her worth as a unique and capable individual and exhibit self-esteem.

18. Describe the nature of groups, including both a definition of a group and an elaboration of different kinds of groups.

Common Core:	Develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others.

19. Describe the advantages and disadvantages and the technique of group decision-making.

Common Core:	Participate actively in reaching group decisions.

20. Discuss the nature of change, including the reasons and need for change.

Common Core:	Pursue lifelong learning.

21. Point out why people resist change and how to overcome that resistance.

Common Core:	Use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

22. Describe effective control and its characteristics.

Common Core:	Comprehend, develop, and use concepts and generalizations.

23. Discuss the nature, meaning, and importance of operations management.

Common Core:	Comprehend, develop, and use concepts and generalizations.

24. Define international business and discuss the nature and growth of international management.

Common Core:	Appreciate the mutual dependence of all people in the world and understand that our lives are part of a global community joined by economic, social, cultural, and civic concerns.

25. Describe the relationship between ethics and management.

Common Core: Recognize the necessity for moral and ethical conduct in a society.

Recognize that values affect choices and conflicts.

Develop personal criteria for making informed moral judgments and ethical decisions.

26. Define social responsibility.

Common Core: Examine and assess the values, standards and traditions of the community.

27. Discuss specific areas in which fundamental changes are occurring such as stress, careers, drugs and drug testing, alcoholism, and smoking.

Common Core: Initiate actions and assume responsibility for the consequences of the actions.

Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.

Recognize the need for a safe and healthy environment.

COURSE CONTENT:

The content of a Business Management course is intended for all who wish to learn about, or improve their skills in, management. The emphasis is on practicality and usefulness. Underlying theories and principles are explained, but maximum coverage should be given to real-life, on-the-job applications.

I. Introduction to management

    A. Management and managers
    B. Managerial careers
    C. Management theories

II. Planning and decision making

    A. Goals and objectives
    B. Planning
    C. Strategic planning
    D. Decision making

III. Organizing

   A. Organizing concepts
   B. Organization design
   C. Staffing and human resources
   D. Communication

IV. Leading

   A. Leadership
   B. Employee motivation
   C. Groups in organizations
   D. Conflicts, change and development

V. Controlling

   A. Controlling
   B. Production and operations management
   C. Control techniques and methods

VI. Special Issues

   A. International management
   B. Ethics and social responsibility
   C. Management in the future

EVALUATION: Upon the completion of Business Management, the student shall achieve at least 60 (minimum school passing grade) percent on a proficiency criterion-referenced examination covering the following management concepts: nature of management, planning and decision-making, creative problem-solving, organization theory, leadership and motivation, controlling, ethics, and social responsibility. Also the students will demonstrate proficiency on performance tasks individually or as a group on the same concepts. Performance tasks may include: viable solutions to management situations, role-playing, using simulations, case studies, etc.

TEACHER ACTIVITIES: In general, teaching methods and evaluation techniques for Business Management are those which are suitable for other business courses. It is especially important in the Business Management course to provide extensively for active student participation through the use of: case studies; in-basket exercises; simulations; games; videos; current events; listening, communication, creativity, and decision-making exercises. The class should be taught using cooperative group learning whenever possible. Actual case problems add a sense of realism to the class. The teacher may want to allow the students to make decisions which will affect their grade, thus providing them experience in the decision-making process.

STUDENT ACTIVITIES: Suggested activities for students are:

A. reading text assignments;

B. completion of study guide material, assigned cases, discussion questions, current event contributions;

C. active participation in all class activities and exercises;

D. completion of chapter outlines which may be used during tests;

E. taking class notes;

F. simulations; and

G. applications on computers.

CAREER OPPORTUNITIES: Managerial careers are available in EVERY economic sector as well as in not-for-profit organizations, e.g., agriculture, wholesale and retail trade, government, entertainment, military, religious and charitable organizations, self-employment, corporate, etc.

RESOURCES:

American Management Association, 135 W. 50 Street, New York, New York 10020.

Enterprise Series (Videos). New York: Learning Corporation of America.

Everard, Kenneth E., and Jim Burrow. Business Principles & Management. Cincinnati: South-Western Publishing Company, 1991.

Kreitner, Edward. Management. Second Edition. Boston: Houghton Mifflin Publishing Company, 1983.

Marin, Glenn H., and Thomas A. Smith. Listening Skills Activity Pack. Portland, ME: J. Weston Walch, 1979.

Peters, Tom. In Search of Excellence. New York: Harper Row, 1982 -- Book and Video.

Peters, Tom. Thriving On Chaos. New York: Alfred Knopf, 1988.

Trump, Donald. Trump the Game. Springfield: Milton Bradley Co., 1982.

Van Fleet, David D. Contemporary Management. Boston: Houghton Mifflin Publishing Company, 1988.

Wagner, Rudolph F. Reasoning Skills Package. Portland: J. Weston Walch, 1982.

NEWSPAPERS, PERIODICALS, BROADCASTS:

USA TODAY, Wall Street Journal, Time, Newsweek, U.S. News & World Report, Business Week, Fortune Magazine, Nation's Business, CNN, PBS

COURSE: **ENTREPRENEURSHIP**

LENGTH: One or Two Full Years

GRADES: 9 - 12

CROSS CREDIT: Social Studies

INTRODUCTION: The ownership and management of a small business takes on very important dimensions for many students who will in the future either work for a moderate-sized business or operate a business of their own. Although no one has devised a secret formula to guarantee entrepreneurial success, it is reasonable to assume that there is some degree of correlation between the successful management of a business and the relevancy of instructional content within a student's educational background.

Business ownership combines both technical and non-technical skills which are integral to the successful operation of a business. The marketing, merchandising, and management skills that make up the course content are presented in a format that emphasizes practical business experience. Content within this course will provide students with a step-by-step approach to starting and operating a business. Both the performance objectives and the instructional strategies emphasize a project-oriented method of instruction.

GOALS:

A. Provide an orientation for students on the overall contribution of small business to the economy, the community and society

B. Provide foundations in economics that are essential to an understanding of the economic climate in which a small business operates

C. Allow students to examine entrepreneurship as a career choice

D. Take students through the process of starting a small business

E. Provide students the basic tools needed to manage a business effectively

F. Make students aware of the need for effective communication within a business

G. Provide students an overview of the manufacturing process in small business

H. Provide students with a basic background in the marketing function from the perspective of a small business

I. Provide students with a sufficient background of financial management to operate a small business

J. Familiarize student with various risks of operating a business and mechanisms that can be used to reduce some of these risks

K. Provide students with an understanding of various forms of government regulation of business and some of the most basic laws needed for the operation of business

L. Make students aware of the responsibility of a business towards its employees, other businesses and the community

I. BASICS Purpose: To provide all citizens with a basic understanding of our market economy and their role in it

STUDENT COMPETENCIES: Upon completion, students should be able to:

1. Define the role of small business in the United States economy.

   Common Core: Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.

2. Apply basic math skills to business activities.

   Common Core: Add, subtract, multiply, and divide using whole numbers, decimals, fractions, and integers.

3. Apply effective communication skills necessary to business.

   Common Core: Understand spoken instructions and give spoken instructions to others.

4. Identify values necessary to free enterprise.

   Common Core: Recognize the necessity for moral and ethical conduct in the society.

5. Relate the importance of good human relations skills to business organization.

   Common Core: Develop a sensitivity to and an understanding of the needs, opinions, concerns and customs of others.

6. Explain the law of supply and demand.

   Common Core: Understand the basic concepts of economics.

7. Identify costs of doing business.

   Common Core: Use ratios, proportions and percents, powers and roots.

8. Examine risk versus profit.

   Common Core: Identify cause and effect relationships.

9. Identify types of business organizations.

10. Build an understanding of business in the community.

    Common Core: Develop an understanding of the importance of each individual to the improvement of the quality of life for all in the community.

11. Determine the value of money.

    Common Core: Comprehend, develop and use concepts and generalizations.

12. Explain the job of the business owner.

    Common Core: Deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length and non-verbal communication appropriate for the purpose and audience.

13. Determine personal career interests.

    Common Core: Assume the primary responsibility for identifying his/her needs and setting reasonable goals.

14. Define the purpose of business role models.

    Common Core: Recognize and analyze events, personalities, trends and beliefs that have shaped the history and culture of Connecticut, the United States and the world.

15. Explore market differences and basic demographics.

Common Core: Recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations.

16. Identify skills needed by the business owner.

Common Core: Demonstrate attitudes and habits (such as pride in good workmanship, dependability and regular attendance) and the employability skills and specialized knowledge that will make the individual a productive participant in economic life and a contributor to society.

17. Make a comparison of economies.

Common Core: Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

18. Explain the purpose of taxes.

Common Core: Recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view.

19. Explain the need for exports and imports.

Common Core: Use ratios, proportions and percents, powers, and roots.

II. AWARENESS Purpose: To become aware of business problems and opportunities from the owner's viewpoint

STUDENT COMPETENCIES: Upon completion, students should be able to:

1. Define the importance of small business in their chosen career areas.

Common Core: Consider the range of occupations that will be personally satisfying and suitable to his/her skills, interests and aptitudes.

2. Identify opportunities for change in the business environment.

Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

3. Recognize relevant ethical issues in business.

Common Core: Develop personal criteria for making informed moral judgments and ethical decisions.

4. Identify the personal characteristics of entrepreneurs.

Common Core: Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

5. Describe the contents of a business plan.

Common Core: Select, organize and relate ideas and develop them in coherent paragraphs.

6. Recognize the importance of obtaining technical assistance.

Common Core: Use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

7. Describe advantages and disadvantages of business ownership types.

Common Core: Comprehend, develop and use concepts and generalizations.

8. Explain the importance of marketing activities for business success.

Common Core: Apply major concepts drawn from the disciplines of history and the social sciences--anthropology, economics, geography, law and government, philosophy, political science, psychology, and sociology--to hypothetical and real situations.

9. Examine factors for selecting a good business site.

Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

10. Recognize factors to consider in obtaining finances for a new business.

Common Core: Make estimates and approximations, and judge the reasonableness of results.

11. Explain the use of contracts in a small business.

Common Core: Comprehend, develop and use concepts and generalizations.

12. Explain how different types of legislation affect and protect small business.

    Common Core: Develop productive and satisfying relationships with others based upon mutual respect.

13. Recognize the importance of sound management techniques to business success.

    Common Core: Identify cause and effect relationships.

14. Explain the responsibilities involved in managing employees.

    Common Core: Develop a sensitivity to and an understanding of needs, opinions, concerns, and customs of others.

15. Describe methods of promotion used by small business.

16. Outline what successful salespeople need to know in a small business.

    Common Core: Use mathematical skills and techniques to complete consumer and job-related tasks.

17. Describe the components of a sound record-keeping system.

    Common Core: Use basic statistical concepts to draw conclusions from data.

18. Identify the various financial statements and ratios used by a business to manage finances.

    Common Core: Locate and use a variety of sources of information including print and non-print materials, computers and other technologies, interviews and direct observations.

19. Explain factors to consider in small business credit and collections.

    Common Core: Recognize the necessity for moral and ethical conduct in a society.

20. Identify the types of risks faced by entrepreneurs.

    Common Core: Use critical and creative thinking skills to respond to unanticipated situations and recurrent problems.

21. Recognize the opportunities of global markets.

    Common Core: Demonstrate an understanding of other cultures and their roles in international affairs.

III. CREATIVITY Purpose: To provide in-depth business training for advanced students who could benefit from creative planning of their own business ideas.

STUDENT COMPETENCIES: Upon completion, students should be able to:

1. Analyze factors that contribute to small business success.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

2. Evaluate potential for starting a business.

   Common Core: Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future.

3. Analyze the opportunities for business in the community, state, or region.

   Common Core: Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results accurately, and cite sources properly.

4. Recognize the importance of a well-designed business plan.

   Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

5. Determine the types of technical assistance needed by a new business.

   Common Core: Understand the implications of existing and emerging technologies on our society and our quality of life, including personal, academic and work environments.

6. Analyze factors influencing choice of ownership type.

   Common Core: Make critical judgements about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency in judging validity of evidence and sufficiency of support.

7. Define the components and purpose of a marketing plan.

   Common Core: Organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types.

8. Outline the steps for selecting the correct business situation.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

9. Determine information needed to obtain financing from different sources.

   Common Core: Apply mathematical knowledge and skills to solve a broad array of quantitative, spatial and analytical problems.

10. Define legal issues encountered by entrepreneurs.

    Common Core: Comprehend, develop and use concepts and generalizations.

11. Determine government regulation, licenses, and permits affecting small business start-up.

    Common Core: Demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship.

12. Identify specific management techniques used by entrepreneurs.

    Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

13. Analyze techniques and cost factors in small business promotional planning.

    Common Core: Use ratios, proportions and percents, powers, and roots.

14. Analyze selling strategies appropriate to one's type of business.

    Common Core: Select, organize and relate ideas and develop them in coherent paragraphs.

15. Identify the type of financial data obtained from business records.

    Common Core: Understand the basic concepts of probability and statistics.

16. Describe the components of various financial statements and how they are constructed.

Common Core: Make estimates and approximations, and judge the reasonableness of results.

IV. START-UP Purpose: To provide assistance to those starting a business, encouraging realistic planning, broad opportunity analysis, and a chance to learn business skills not previously addressed.

STUDENT COMPETENCIES: Upon completion, students should be able to:

1. Determine entrepreneurial opportunities from different sources.

   Common Core: Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

2. Analyze management expertise.

   Common Core: Develop an understanding of their strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses.

3. Determine government regulation, licenses, and permits affecting small business start-up.

   Common Core: Demonstrate a knowledge of United States history and government and understand the duties, responsibilities and rights of United States citizenship.

4. Prepare a technical assistance plan.

   Common Core: Determine what is needed to accomplish a task and establish habits conducive to learning independently or with others.

5. Organize plans for business ownership.

   Common Core: Formulate and test predictions and hypotheses based on appropriate data.

6. Develop a marketing plan.

   Common Core: Set learning goals and priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.

7. Complete the plans for a business site.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

8. Prepare financing strategies for business start-up.

   Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

9. Plan for necessary legal assistance.

   Common Core: Apply critical thinking skills and knowledge from history and the social sciences to the decision-making process and the analysis of controversial issues in order to understand the present and anticipate the future.

10. Identify activities necessary to comply with government regulations.

    Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

11. Design management strategies.

    Common Core: Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results.

12. Plan procedures for managing staff.

    Common Core: Develop productive and satisfying relationships with others based upon mutual respect.

13. Coordinate activities for effective promotional strategies.

    Common Core: Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions and verify results.

14. Design a plan for sales management.

    Common Core: Gather, analyze, synthesize and evaluate information pertinent to the problem.

15. Design or select a recordkeeping system.

    Common Core: Identify and formulate problems.

16. Develop procedures for financial analysis and control.

Common Core: Use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

17. Determine credit and collections procedures.

Common Core: Recognize the necessity for moral and ethical conduct in society.

18. Plan risk-management strategies.

Common Core: Strive toward and take the risks necessary for accomplishing tasks and fulfilling personal ambitions.

19. Plan necessary distribution systems.

Common Core: Draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally.

COURSE CONTENT:

I. Basics

  A. Gain prerequisite basic skills
  B. Identify career options
  C. Understand enterprise

II. Competency awareness

  A. Discover entrepreneurship competencies
  B. Understand problems of employers

III. Creative applications

  A. Learn entrepreneurship competencies
  B. Apply specific occupational training
  C. Learn how to create a new business

IV. Start-up job training and experience

  A. Develop policies and procedures for a new or existing business
  B. Become self-employed or employed

EVALUATION: Evaluation should be an ongoing process including written and oral reports, tests and quizzes; with the culminating activity being the presentation of a business plan as described on page 170.

TEACHER ACTIVITIES: Teaching strategies that allow students to participate actively in the learning process greatly enhance student motivation and enrich learning. Active student involvement can be achieved through allowing students to conduct the research required to prepare a business plan. The involvement also puts students in direct contact with the business community. Guest speakers who can provide additional technical information in the areas of accounting, marketing strategies, management, finance, insurance, real estate and business law are an important element in providing realism. Selected readings that provide basic information about business-plan development can be found in any basic entrepreneurship text; however, simply reading about a business plan is an inadequate approach to developing in-depth learning and fails to provide realism. Providing adequate reading material, appropriate lectures, realistic student activities, and contacts with the business community enables students to develop an understanding of the components of the business plan and prepares them to conduct the essential research needed to write the plan successfully.

To meet course objectives successfully, great care must be given to the teaching methodologies used. Providing realism to entrepreneurial studies should be both intensive and extensive, and business-plan development can be the key to providing realism.

The business plan serves as a management guide. It is also a means of communicating to lenders or investors that the business venture is viable.

The first factor to be considered in the development of a business plan is the selection of a business venture. Since preparing the plan is very involved and requires extensive research, students must have continued guidance on how to write a business plan, what to include in the plan, and where to obtain the necessary data.

In the process of writing a business plan, students will be forced to assess every aspect of their proposed venture. A thorough, well-researched business plan will examine assumptions and reveal areas that might otherwise be overlooked. When students become involved in preparing a model business plan, they acquire vast amounts of knowledge in accounting, marketing strategies, management, finance, business law, economics and human resource development.

ELEMENTS OF A BUSINESS PLAN:

Four major sections which should be included in a business plan are business description, marketing plan, organization plan and financial plan. The following can be used as an outline for writing the plan:

1. Description of business
   Describe the business and the products or services to be sold.
   Discuss the history of the business, if any.
   Discuss work experience of the principals.
   Discuss the growth possibilities for the business and reasons for believing the business will be successful.

2. Marketing plan
   Describe potential customers and plans for attracting and holding them.
   Describe the competition, how the competition is currently faring, and how the business will be superior to each competitor.
   Describe the sales promotion plan, selling methods, purchasing plan, best suppliers and what they offer.
   Describe the location, its features, what factors influenced location choice, floor layout, how allocation factors influence marketing and what equipment will be needed.

3. Organization plan
   Describe management personnel, what each manager will do, their qualifications for the job, and salaries for the first three years.
   Discuss consultant or specialist services needed and the assistance each will provide.
   Describe employees needed, what each will do, and how they will be paid, trained, and supervised.
   Describe the legal structure and how it will contribute to the business; name officers, if applicable, and present organizational chart.
   Describe the plan for managing finances and recordkeeping after the business gets going.
   Discuss any licenses, permits, or regulations affecting the business.

4. Financial plan
   Analyze debt and equity capital.
   Include the loan application.
   Show how the loan will be used.

STUDENT ACTIVITIES: Suggested student activities include:

A. conducting an objective entrepreneurial self-analysis;

B. reviewing census reports to analyze target market segments;

C. interviewing an attorney or an accountant to determine approximate cost for legal accounting fees;

D. investigating zoning restrictions and local building codes;

E. contacting the local media to determine advertising costs;

F. designing promotional materials, stationery, business cards, etc.;

G. becoming familiar with hiring policies and procedures;

H. becoming acquainted with government reports affecting small business;

I. conducting market research;

J. preparing charts and graphs for inclusion in the business plan;

K. analyzing tax structure for various types of business ownership;

L. explaining services available through the Small Business Administration;

M. exploring trade financing;

N. examining the purchase of a franchise as an alternative to starting a business from scratch;

O. discussing business ethics;

P. analyzing various government regulatory agencies which have an impact on small business;

Q. participating in mock bank loan interviews;

R. presenting business plan to class;

S. becoming familiar with software that can assist the small business payroll, inventory, etc.;

T. developing an extensive risk management program; and

U. becoming familiar with bankruptcy law.

CAREER OPPORTUNITIES: Entry Level--High School

1. Owner/operator of business
2. Franchise operator
3. Manager/supervisor
4. Investor

RESOURCES:

TEXTBOOKS:

Daggett, Willard R., and James E. Miles. The Dynamics of Work. Cincinnati: South-Western Publishing Company, 1991.

Ely, Vivien King, Robert G. Burns, and Debbi L. Popo. Entrepreneurship. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Hutt, Roger W. Entrepreneurship: Starting Your Own Business. Cincinnati: South-Western Publishing Company, 1988.

SOFTWARE AND AUDIO-VISUAL:

Free Enterprise Today. (Filmstrips and Cassettes) Cincinnati: South-Western Publishing Company, 1986.

Hutt, Roger W. Entrepreneurship in Action. (Filmstrips and Cassettes) Cincinnati: South-Western Publishing Company, 1988.

Lewis, Philip C. Enterprise Sandwich Shops: A Market Simulation. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1983.

Lewis, Philip C. Novel Ideas: A Marketing Experience. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1986.

Lewis, Philip C., and Chad T. Lewis. The Donut Franchise: A Microcomputer Simulation. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1984.

Lynch, Richard L. Career Competencies in Marketing: Software: Entrepreneurship. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1990.

Maryland Instructional Television. The Complete Open for Business Video Series. Westerville, OH: Glencoe/McGraw-Hill Publishing Company, 1989.

OTHER RESOURCES:

Connecticut Small Business Development Center, The University of Connecticut School of Business Administration, Storrs, CT 06268.

The National Entrepreneurship Education Consortium, Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

Small Business Administration.

Connecticut Business and Industry Association.

BUSINESS EDUCATION AND THE CONNECTICUT COMMON CORE OF LEARNING

SOCIAL BUSINESS

Rating Scale:
A Element should be given a major focus
B Element should be given a moderate focus
C Element should be given a minor focus
D Element not traditionally a focus

ATTRIBUTES AND ATTITUDES

Positive Self-Concept

1.	Worth and Self-esteem	A
2.	Personal Effectiveness	A
3.	Understanding Strengths and Weaknesses	A

Motivation and Persistence

1.	Pride of Accomplishment	B
2.	Desire to Succeed	A
3.	Tasks and Ambitions	A

Responsibility and Self-Reliance

1.	Identify Needs and Set Goals	B
2.	Responsibility for Actions	A
3.	Dependability	A
4.	Self-Control	A

Intellectual Curiosity

1.	Questioning Attitude	A
2.	Independence of Thought	A
3.	Lifelong Learning	A

Interpersonal Relations

1.	Productive Relationships	A
2.	Concerns and Customs of Others	A
3.	Reach Group Decisions	A
4.	Roles and Responsibilities	B

Sense of Community

1.	Belonging to a Group	B
2.	Quality of Life	A
3.	Values, Standards and Tradition	A
4.	Historical and Ethnic Heritage	A

Moral and Ethical Values

1.	Moral and Ethical Conduct	A
2.	Values Affect Choices and Conflicts	A
3.	Moral Judgements and Ethical Decisions	A

SKILLS AND COMPETENCIES

Reading

1.	Main and Subordinate Ideas	A
2.	Comparisons, Contrasts, Sequences	A
3.	Meaning-Inferential Literal	B
4.	Predictions, Questions, Conclusion	A
5.	Critical Judgement	B
6.	Varying Reading Speed and Method	B
7.	Restructuring and Rewriting	A

Writing

1.	Sentence Structure	B
2.	Organize and Relate Ideas	A
3.	Sentences and Paragraphs	B
4.	Language Style and Format	B
5.	Conceive Ideas	B
6.	Gather Information	B
7.	Restructuring and Rewriting	B

Speaking, Listening and Viewing

1.	Oral Exchange of Ideas	A
2.	Ask and Answer Questions	A
3.	Spoken Instructions	A
4.	Distinguish Relevant from Irrelevant	A
5.	Comprehend Ideas	A
6.	Verbal and Nonverbal Presentations	A
7.	Tables, Charts, and Graphs	B

Quantitative Skills

1.	Add, Subtract, Multiply and Divide	A
2.	Use Measurements	B
3.	Ratios and Proportions	B
4.	Spatial Relationships	B
5.	Estimates and Approximations	A
6.	Probability and Statistics	B
7.	Tables, Charts, and Graphs	A
8.	Solve Problems	A

Reasoning and Problem Solving

1.	Inductive and Deductive	A
2.	Conclusions from Information	A
3.	Predictions and Hypotheses	B
4.	Concepts and Generalizations	A
5.	Cause and Effect Relationships	A
6.	Formulate Problems	B
7.	Information Pertinent to Problems	A
8.	Solutions to Problems	B
9.	Creative Thinking Skills	A

Learning Skills

1.	Goals and Priorities	B
2.	Habits Conducive to Learning	A
3.	Short and Long Term Projects	A
4.	Sources of Information	A
5.	Note Taking	A

UNDERSTANDING AND APPLICATIONS

The Arts: Creative and Performing

1.	Expressing Emotions	D
2.	Appreciate the Arts	D
3.	Art Forms and Style	D
4.	Materials and Tools	D
5.	Language of Each Art Form	D
6.	Aesthetic Qualities	D

Careers and Vocations

1.	Positive Attitudes Toward Work	A
2.	Employability Skills	A
3.	Range of Occupations	A
4.	Education and Training	A
5.	Personal Economics	A
6.	Interpersonal Skills	A

Cultures and Languages

1.	Common Characteristics	A
2.	Differences Among People	A
3.	Understanding Other Cultures	A
4.	Structure of Language	D
5.	Commonalities and Differences	D
6.	Foreign Language	D

History and Social Sciences

1.	Connecticut, U.S. and World	A
2.	U.S. History and Government	A
3.	Economics	A
4.	Political and Economic System	A
5.	Disciplines of History	A
6.	World Geography	B
7.	Critical Thinking	B
8.	Pluralistic Society	A
9.	Mutual Dependence	A

Literature

1.	Human Experiences	D
2.	Essential Elements	D
3.	Literary Masterpieces	D
4.	Symbolism, Allegory and Myth	D
5.	Literary Themes	D
6.	Literary Works	B
7.	Reading as a Lifelong Pursuit	B

Mathematics

1.	Expressing Quantifiable Ideas	A
2.	Problem Solving	A
3.	Consumer and Job-related Tasks	A
4.	Tools for Solving Problems	A
5.	Physical and Social Phenomena	A
6.	Using Numbers	A
7.	Algebraic and Geometric Concepts	A
8.	Statistical Concepts	A

Physical Development and Health

1.	Growth and Development	D
2.	Physical Fitness	D
3.	Scientific Principals	D
4.	Social Development	C
5.	Elements of Nutrition	C
6.	Healthy Environment	C

Science and Technology

1.	Basic Principles of the Sciences	D
2.	Natural Resources	A
3.	Solving Problems	D
4.	Natural Phenomena	D
5.	Laboratory Measuring	D
6.	Emerging Technologies	A
7.	Potential and Limitations	B

BEST COPY AVAILABLE

COOPERATIVE WORK EXPERIENCE/ BUSINESS EDUCATION

COOPERATIVE WORK EXPERIENCE
BUSINESS EDUCATION

Cooperative Work Experience/Business Education is a program for business students who through a cooperative arrangement between the school and the employer receive academic and related instruction in school and apply skills learned to related, on-the-job training in business.

The CWE/BE Program recognizes the benefits to students, school, business, community, and parents that can be obtained by participation in the program. The program provides the students with the opportunity to share in the shaping of their future. The student will be placed at a training station compatible with career interests and skills. In this position, the student will gain self-responsibility, self-confidence, good work habits, and a knowledge of the occupational world and the connection between education and job success.

PROGRAM CRITERIA

Requirements for Program Operation

1. CWE/BE offered as a one-year course in the senior year

   Students must be enrolled in a related business offering.

2. Credits

   Students will receive one credit for the in-class phase.
   Students will receive one credit for the work phase.

3. Areas of instruction in the related class

   Instruction should include:

   Development of occupational awareness;
   Instruction on selected business machines;
   Successful application of such basics as English and math;
   Mastery of specified job skills;
   Development of acceptable work habits, attitudes and ethics; and
   Other related training as facilities, time, and scheduling permit.

4. Enrollment

   There should be no more than 36 students for each work experience coordinator

5. Coordinator's Schedule

   Classes should be scheduled for morning, allowing for released time at end of day for visitations (one released period for every 12 students in the program).

6. Coordinator's Work Area

   The coordinator should have a designated work area with a desk and telephone.

7. Coordinator's Expenses

   The coordinator should be reimbursed for all relevant expenses.

School's Responsibilities

1. The administration should provide approval and support for the CWE/BE program.
2. The administration should include the related CWE/BE course in the master schedule.
3. The administration should schedule CWE/BE students in morning classes.
4. The administration should provide appropriate facilities, equipment, and instructional materials.

Coordinator's Qualifications

1. The coordinator will have a Bachelor's Degree in Business Education.
2. The coordinator will have the equivalent of one year of actual experience in business work.
3. The coordinator will have three years' teaching experience in the business education field.

Coordinator's Responsibilities

1. The coordinator, where possible, will teach the students in related class/es.
2. The coordinator will recruit and screen juniors for acceptance into the program.
3. The coordinator will secure job stations in business for all students who are accepted into the program.
4. The coordinator will assist the employer in the development of a written job description.
5. The coordinator will supervise students on the job.

6. The coordinator will work with students to correct deficiencies in their training.

7. The coordinator will fill out appropriate forms (contracts, training plans, etc.).

8. The coordinator will keep detailed records.

9. The coordinator will develop public relations materials.

10. The coordinator will serve as liaison between school and the business community.

11. The coordinator will work with an advisory committee.

12. The coordinator will conduct conferences with prospective employers, students, etc., to seek employment information.

13. The coordinator will work with the Guidance and Business Departments to promote the program and to place students.

14. The coordinator will conduct employment surveys.

15. The coordinator will follow up on surveys.

16. The coordinator will develop and implement activities to attract males to the program and place females in positions that are not sex-stereotyped.

17. The coordinator will integrate FBLA activities in the in-class phase.

Student's Responsibilities

1. The student must be 16 years of age or older and secure State working papers to be part of the CWE/BE program.

2. The student must apply for the program and be interviewed by the teacher/coordinator.

3. The student must express a career interest in business employment.

4. The student must have been or be currently enrolled in two business courses and must take a related CWE/BE course during the senior year.

5. The student must work a minimum of 12 hours per week in a business occupation.

6. The student and parent must sign the training agreement.

7. The student will abide by all the rules and regulations of the employing firm.

8. The student will maintain good attendance in school and in employment. A student who is absent from school may not work on the day/days of the absence.

9. The student is required to communicate work-related difficulties and will not withdraw from a work position without first consulting the teacher/coordinator.

10. The student will be released from work responsibilities if such acts as stealing, using alcohol, drugs, etc., occur.

11. The student must provide transportation to and from the place of employment and must have school/parental permission to do so.

Employer's Responsibilities

1. The employer will provide written job descriptions.

2. The employer will conduct student interviews.

3. The employer will offer as great a cross section of experiences as possible.

4. The employer will provide adequate supervision and on-the-job training.

5. The employer will meet all laws regarding youth employment.

6. The employer will pay minimum wage.

7. The employer will cooperate in the evaluation of the student-employee and with the coordinator's visitations.

8. The employer will consult with the coordinator on any school-related or job-related problems to arrive at mutually satisfactory solutions.

9. The employer will comply with appropriate local, state, federal, and OSHA statutes.

TECH-PREP

(2 + 2)

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TECH-PREP EDUCATION

(Also Called 2 + 2 Programs)

Tech-Prep Education Programs are cooperative programs between secondary schools and postsecondary educational institutions. The programs offer high school students the opportunity to earn both high school and college credit for vocational programs, courses, or prerequisites for a two-year college level program. Secondary schools include public (comprehensive or regional vocational-technical high schools) or private/parochial high schools. Postsecondary educational institutions include public (community or technical) colleges that award associate degrees or proprietary postsecondary educational agencies that award two-year certificates. Collaboration with business, industry, and/or labor unions may also occur.

In developing Tech-Prep Education Programs consortia are formed and articulation agreements developed. Secondary and postsecondary curricula are aligned outlining learning objectives, learning outcomes, competencies, classroom and/or laboratory activities, methods of instruction, student evaluation, and use of equipment. Other areas such as implementation, monitoring, follow-up, recruitment, responsibilities, policies, transitional services and placement, etc., are also addressed.

At this time there are five community colleges offering Tech-Prep Programs or courses in the area of Business Education. They are: Asnuntuck--Keyboarding I; Mohegan--Keyboarding I and II; Tunxis--Keyboarding, Speedwriting, Dictation and Transcription, and Accounting; Norwalk-- HEIGHT Program, 4 courses in Business and Office Administration; and Mattatuck--ACCESS Program, 8 courses, Keyboarding (2), Shorthand (2), Accounting, Business Law, Computers, and Business Organization. At this time other community colleges are in the process of developing new programs or expanding existing programs.

It should be noted that although there are statewide guidelines for Tech-Prep for the community/technical colleges, articulation agreements differ and the awarding of credits varies from college to college. It should also be noted that at this time most programs in the Business Education area are designed to link secondary with postsecondary educational institutions leading to a two-year higher education. However, this should not lead to the exclusion of the four-year postsecondary educational institutions. The Tech-Prep Education Programs may be expanded to include them thus allowing students more latitude for educational opportunities.

Under the Carl Perkins Act of 1990 there is money to fund Tech-Prep Education in Connecticut. Any consortia interested in acquiring funding through Carl Perkins must follow specific guidelines defined by the Connecticut State Department of Education. Funds will be allotted on a competitive basis for new programs or ongoing programs expanding their scope.

In summary, Tech-Prep Education has arrived in Connecticut. It gives students the opportunity to reinforce basic education. It gives students the opportunity to move along in sequence without having to repeat skills and knowledges already learned. It gives students the opportunity to venture into other areas of study or interest. Furthermore, Tech-Prep Education Programs allow all educators through partnership, and at all levels, the opportunity to provide the best education possible.

FUTURE BUSINESS LEADERS OF AMERICA

(FBLA)

Cynthia Davey
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FUTURE BUSINESS LEADERS OF AMERICA

FBLA

Future Business Leaders of America (FBLA) is a national organization for students in Grades 7 through 12 interested in careers in business and business education. FBLA is recognized by the United States Department of Education as a co-curricular activity, permitting student involvement in the classroom as well as in the community.

FBLA helps its members become aware of the great opportunities and challenges facing them in business. Members are provided the opportunity to develop strong, positive leadership qualities and civic responsibilities through their participation in FBLA activities and projects. Programs are structured to encourage members to become involved in the classroom, in their schools, their communities, and local business.

Membership in FBLA provides the challenge and the opportunity for students to set occupational goals, develop and strengthen self-confidence, increase business skills and understanding of the business world, and gain actual business experience during their school years.

FBLA programs are designed to be an integral part of the business instructional curriculum. Participation in FBLA activities provides additional opportunities for students to develop vocational and career supportive competencies in areas such as leadership skills, human relations skills, corporate manners and etiquette, self-confidence, responsibility, image awareness, motivation, and enthusiasm.

INTERNATIONAL BUSINESS EDUCATION

INTERNATIONAL BUSINESS EDUCATION

MISSION STATEMENT

It is imperative that business education students be given a global perspective in all business courses in order that they may become trained members of the work force in today's emerging global economy in which the United States will assume the expanding role of exporter as well as importer.

In such an international environment, globally oriented business education students should:

- know something about the religious beliefs, social customs, business philosophy, family structure, and major historical events of the world's major nations
- understand the political structures of the world's leading nations and how those structures impact on business transactions
- be familiar with the international legal structure that makes it possible for the world's nations to conduct business transactions
- know something about the physical geography of the world including the location of nations, world time zones, the longitude and latitude grid structure of the globe, and the relationship between the physical geographic features of a nation and that nation's economic activity
- be familiar with the primary business documents used by nations as they conduct trade with one another
- understand that it is not governments of nations that trade with one another, but rather individual business firms within those nations
- know something about the global economic principles that help shape international events and guide actions among nations in a world economy including the international currency exchange market, absolute and comparative economic advantage, and the universal benefits derived from world trade
- be familiar with the global network communications system that makes possible the instant transmission of business correspondence, news, and vast amounts of business data to virtually any point in the world
- finally, and perhaps most important, every business education student should sense and appreciate the importance of a global community concept, world citizenship, and the universal interdependence of all nations as means of improving the living standard and well being of all

Robert Lewis
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